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ABSTRACT

This report presents data from surveys of teachers, students, and principals on issues such as teaching quality and methods, school environment, expectations, attitudes, and job satisfaction. High-quality teaching is associated with students' having more positive attitudes about learning, school, and their futures. It is also related to high-quality school environments and produces better student performance. Students experiencing low-quality teaching were more likely to be boys, low-income, and low achievers. Secondary teachers and principals reported lower quality education than did elementary teachers and principals and had lower student expectations. Secondary students had even lower expectations and did not have a strong support system at school. Principals were more positive about school quality than teachers were. Secondary students' views were more pessimistic than those of teachers or principals. Students overall, particularly black students, had high expectations for their future. Teachers and principals in heavily minority or low-income schools had lower expectations for their students and reported lower teaching quality. Low-income students had greater needs for support and reported greater obstacles to learning and lower expectations for themselves and their schools. Teachers reported being very satisfied with their jobs overall. Two appendixes present survey methodology and questionnaires. (Contains numerous tables.) (SM)

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The MetLife Survey of

THE AMERICAN TEACHER 2001

Key Elements of Quality Schools

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SURVEYS IN THIS SERIES

The Metropolitan Life Survey of the American Teacher series brings the opinions of those most closely connected to school life to the attention of the American public and policy makers.

- **The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students for the 21st Century?** examines teachers', students', and parents' views on where students are headed and how prepared they will be to reach their future goals.
- **The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools: Five Years Later** revisits issues addressed in the 1993 study, and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.
- **The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students** revisits issues addressed in the 1987 survey and compares and contrasts current teacher opinions on parental involvement in education with those from a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education.
- **The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools** examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.
- **The Metropolitan Life Survey of the American Teacher, 1996, Students Voice Their Opinions on:**
  - ***Violence, Social Tension and Equality Among Teens—Part I,*** is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of print)
  - ***Their Education, Teachers and Schools—Part II,*** provides students' views on their education and where improvements are most needed.
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- **The Metropolitan Life Survey of the American Teacher, 1992, The Second Year: New Teachers' Expectations and** Ideals revisits the new teachers after completing two years of teaching in America's classrooms.
- **The Metropolitan Life Survey of the American Teacher, 1991, The First Year: New Teachers' Expectations and Ideals** returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom.
- **The Metropolitan Life Survey of the American Teacher, 1990, New Teachers: Expectations and Ideals-Part I Entering the Classroom** examines the views of first-time teachers entering the classroom in the fall of 1990.
- **The Metropolitan Life Survey of the American Teacher, 1989, Preparing Schools for the 1990s** looks back at the changes in education through the 1980's and looks ahead to the changes teachers say would improve education.
- **The Metropolitan Life Survey of the American Teacher, 1988, Strengthening the Relationship Between Teachers and Students** includes the views of students in grades 4-12, and focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession. (Executive summary available)

(Continued on inside back cover)

The MetLife Survey of

THE AMERICAN TEACHER 2001

Key Elements of Quality Schools

A SURVEY OF TEACHERS, STUDENTS AND PRINCIPALS

Conducted For:

MetLife, Inc.

Fieldwork:
Teachers: March 26, 2001 to May 3, 2001
Principals: March 26, 2001 to May 7, 2001
Students: March 19, 2001 to May 7, 2001

Project Directors:
Dana Markow, PhD, Senior Research Manager
Sarah Fauth, Senior Research Associate
Diana Gravitch, Research Associate

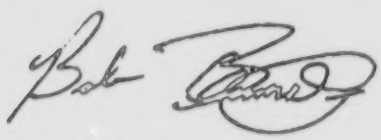
Message from MetLife®

MetLife is committed to improving education. In 1984, we asked Louis Harris & Associates (now Harris Interactive, Inc.) to survey teachers' opinions on teaching and learning, beginning what has become an annual series.

Over the years, *The MetLife Survey of the American Teacher* has covered topics from school violence to new teachers' expectations and ideals to the family-school connection to teachers' opinions on how to strengthen the teaching profession. We believe that better policies and practices can be developed to address such issues by listening to what those closest to the classroom think.

As we enter the 21st century, our nation's schools are educating the largest, most diverse student population ever to higher standards than ever before. Teachers are the lifeblood of our nation. They educate our children, prepare our workforce and shape tomorrow's citizens. Yet, a teacher shortage is upon us. We must commit to making schools inviting places in which to work and learn.

This year we asked teachers, students and principals their opinions on issues such as teaching quality, expectations and job satisfaction. The survey can be used to prompt discussions on how to create school cultures that support teachers and motivate students to learn and succeed.



Robert H. Benmosche
Chairman of the Board and Chief Executive Officer

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INTRODUCTION

AMERICAN TEACHER

Harris Interactive Inc. conducted *The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools* on behalf of MetLife. This report is part of a series of surveys sponsored annually by MetLife since 1984. This study examines key elements of quality schools and the extent to which they are part of the educational experience of today's educators and students. The current study incorporates the perspectives of key stakeholders in this issue: public school students in grades 7 through 12, public school teachers in grades 7 through 12, and public school principals in grades 7 - 12. In order to further explore the issue of quality teaching among educators from all grades, the survey also includes public school teachers and public school principals in grades K - 6.

Topics in this survey include teacher quality, the school environment, educators' expectations, students' attitudes and approaches to learning, relationships among the stakeholders, and job satisfaction.

Survey Method

A nationally representative sample of 2049 public school students in grades 7 through 12 were interviewed. A total of 763 students were surveyed during an English class using a self-administered questionnaire, and a total of 1286 students were interviewed online using a self-administered questionnaire. Interviews averaged 15 minutes in length and were conducted between March 19, 2001 and May 7, 2001.

A nationally representative sample of 1273 public school teachers in grades K - 12 were interviewed. A total of 513 teachers were interviewed by telephone, and a total of 760 teachers were interviewed online. Interviews of teachers averaged 15 minutes in length and were conducted between March 26, 2001 and May 3, 2001. Telephone interviews were conducted from Harris's facilities in Rochester, New York.

A nationally representative sample of 1004 public school principals in grades K - 12 were interviewed. A total of 806 principals were interviewed by telephone, and a total of 198 principals were interviewed online. Interviews of principals averaged 15 minutes in length and were conducted between March 26, 2001 and May 7, 2001. Telephone interviews were conducted from Harris's facilities in Rochester, New York.

Detailed methodologies of the student survey and teacher and principal survey appear in Appendix A. Both survey questionnaires, including the total responses to each question, appear in Appendix B.

A Note on Reading the Exhibits and Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents

answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Dana Markow, Ph.D., Senior Research Manager; Sarah Fauth, Senior Research Associate; and Diana Gravitch, Research Associate. Harris Interactive Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Harris Interactive Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

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Observations

At a time when education is a top priority of the American public and policymakers, and discussions of standards and accountability are encouraging the nation to rethink education for the 21st century, it is important to keep sight of the impact of the school environment — physical, academic and social — on student learning.

Findings from *The Metropolitan Life Survey of the American Teacher, 2000* revealed that feelings of alienation from school are prevalent among students, parents, and teachers at the secondary school level. The Survey also found that students hold high expectations for their futures, whereas teachers' and parents' views on what the future holds for today's young people are more pessimistic. Low expectations held by teachers and parents for students' futures prompted areas for further study. Accordingly, this year's survey explores this perception gap by examining components of school life through the eyes of students, teachers and principals.

The MetLife Survey of the American Teacher, 2001 examines how teachers, principals and students evaluate their own schools on key measures of an effective school environment, such as:

- Are students experiencing high-quality teaching?
- Are school buildings appropriate environments for learning?
- Are academic standards and expectations for students high?
- What are students' attitudes toward learning?
- Do students have high expectations of themselves?
- What will be the state of teaching in the future?
- Do teachers feel satisfied with their career and plan to remain in teaching?
- Are today's students interested in becoming teachers themselves?

Quality Teaching: Why Does It Matter and Who Is Most Likely to Receive It?

Students, teachers and principals were asked to evaluate the teachers in their school on such factors as: (1) knowing their subject, (2) caring about students (3) believing all students can learn, (4) maintaining discipline and (5) teaching individual students according to their different needs and abilities. For the purposes of this report, the combination of these attributes is referred to as "teacher quality."

The survey's findings affirm that *teaching counts*. Students who rate the quality of teaching they receive as a "B" or "C" are nearly half as likely as those receiving "A" quality teaching to report that their school is helping a lot to prepare them for a successful future (41% vs. 75%). Similarly, teachers who rate the overall quality of teaching at their school as "B" or "C" are less likely than those who rate the quality as "A" to report that all or most of their students will achieve their full potential for the school year (65% vs. 81%).

Students who think their teachers excel in areas like knowing their subject, caring about students, believing all students can learn, maintaining discipline and providing individualized attention differ in several important ways from the nearly one in ten students who give their teachers failing grades ("D's" and "Fs"). Students who experience "A" level teaching quality are more likely than students experiencing poor

teaching quality to have high expectations for their future, like school, enjoy their classes, really like to learn, very often participate in class and report that students in their school care about learning and getting a good education. Students who give their teachers failing grades are also those who are most likely to report that their schools do not have enough classrooms, are not very safe or very clean and are too noisy to be able to concentrate.

Low-income students are more likely than high-income students to experience low-quality teaching. Teachers in schools with high proportions of low-income students are less likely to give the teachers in their school an "A" in knowing their subject areas and caring about students. Low-income students themselves give similar assessments.

Low-quality teaching is also more prevalent in schools with high proportions of minority students. Teachers in schools with mostly minorities are less likely to give the teachers in their school an "A" in knowing their subject areas, caring about students and maintaining discipline.

Shortchanging Low-Income and Minority Students

The gaps between schools with large proportions of low-income and minority students and those with few such students are seen in other areas as well. Low-income students are also less likely to report that their principal cares about all the students in their school or makes the school a safe place, that their school is helping to prepare them for the future or that their teachers encourage them very much to do their best. In addition, low-income students are three times more likely than high-income students to report that they have difficulty paying attention in school because of worries at home. Teachers and principals in schools with mostly low-income students recognize that external conditions, such as problems students are dealing with at home, poverty and lack of nutrition create unique challenges to education.

The subtle nuances of low expectations for low-income and minority students are troubling. High-income students are more likely than low-income students to believe that their teachers and parents expect excellent work from them. The responses of teachers and principals from schools with high proportions of low-income or minority students corroborate low-income students' perceptions of the low expectations held for them. These principals and teachers are less likely to have high expectations for their students and less likely to report that their school has a challenging curriculum than teachers and principals in largely high income or non-minority schools. Such findings are particularly disturbing given that students in general, and black students in particular, report high expectations for their future. On a related note, teachers in schools with mostly low-income students are one-third as likely to think that education is valued by students in their school. This despite the fact that low-income and high-income students are equally likely to say that they really want to learn and that they could have learned more this year.

Less than half of students are very satisfied with their relationships with other students. Low-income students are significantly less likely to report that they are satisfied with their relationships with other students. This finding relates to a more general finding in last year's survey that revealed that students overall believe the most important issue facing America today is having people get along together.

Expectations Decline from Elementary to Secondary School

This year's survey consistently exposes gaps in expectations and experiences between elementary and secondary school. Last year's survey revealed a drop in parents' connections to their children's school from the elementary to the secondary school years. Findings from this year's survey reveal that secondary school teachers and principals are more disconnected from their schools, their students and their colleagues than are their elementary school counterparts.

Secondary school educators are less likely to describe their relationships with their students, colleagues and their students' parents as very satisfying. In terms of teaching quality and the academic experience, teachers and principals in secondary schools are less likely than their elementary school counterparts to give teachers in their schools "A's" in caring about students, believing all students can learn, teaching individual students according to their different needs and abilities and maintaining discipline. Secondary school teachers and principals are less likely than elementary school teachers and principals to report that their schools have high academic standards. Furthermore, secondary school educators are less likely to have high expectations for all students and believe that all or most of their students will achieve their full academic potential.

Are We in the Same Schools? Teachers', Students' and Principals' Competing Opinions on Standards and Quality

Students', teachers' and principals' descriptions of their schools are often so different from each other that it seems each experiences a different reality. For example, nearly six in ten secondary school principals strongly agree that teachers have high expectations for all students, compared to four in ten secondary school teachers and only one-quarter of students. This pattern, where principals have the most positive view, students have the most negative view and teachers' views are somewhere in the middle, holds for several aspects related to teaching quality and the school experience. Seven in ten secondary school principals and six in ten secondary school teachers rate the academic standards in their schools as high, compared to 38% of students. Similarly, two-thirds of secondary school principals believe that their school provides curricula that are challenging to students, compared to half of secondary school teachers who believe this is true and one-quarter of secondary school students who strongly agree that their classes are very challenging.

The mismatched perceptions extend to teachers', students' and principals' evaluations of their relationships with each other:

- Two-thirds of principals are very satisfied with their experiences working with teachers in their school, but less than half of teachers are very satisfied working with their principal.
- Seven in ten secondary school principals are very satisfied with their experiences working with their students and slightly more than half of secondary school teachers are very satisfied with their experiences working with their students. In contrast, one-quarter of students are very satisfied with their experiences working with their teachers or principals.

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While eight in ten secondary school teachers strongly agree that they like their students, only one-third of students feel strongly that they like their teachers. Furthermore, one-third of students feel that their teachers don't understand them.

Of all the relationships explored, the teacher - parent relationship fares the worst, with one-quarter of teachers describing their work with parents as very satisfying. There seems to be little change in the last decade. In 1992 the *MetLife Survey of the American Teacher* found that only one-quarter of new teachers described the relationship with parents as very satisfying and the least satisfying of all their school relationships.

The Future of Teaching

Will high-quality teachers choose to remain in teaching? Job satisfaction levels for teachers have been explored in a number of MetLife surveys: each year from 1984 through 1989, and again in 1995 and 2001. Satisfaction rates in 2001 are at the second highest level, with half of teachers reporting that they are very satisfied with teaching as a career.

Principals are concerned about the future of teaching. Although most principals believe that the overall quality of new teachers entering the profession today is about the same or better than the quality of new teachers in the past, eight in ten believe that in the near future, the shortages of qualified teachers in their school will be a serious problem. This represents an increase compared 1986 when the *Survey of the American Teacher* last posed this question.

Conclusion

The premise that *all children can learn* is a concept that has been embraced by policymakers and the public alike. What is harder to ascertain is whether *all* students have access to the tools, knowledge and guidance they need to succeed. In many areas addressed in this survey, from teacher quality to school building conditions to challenging curricula and high expectations, low-income students and their teachers and principals consistently give responses that indicate these students do not have the same opportunities to learn, when compared to responses of those in schools with largely high-income student populations. Other findings indicate that secondary school students experience lower expectations and standards and more strained relationships with adults. Yet there is hope. Contrary to popular notions, teachers and principals are largely satisfied with their careers and committed to the profession because they enjoy working with students; most also say they like their students and believe all children can learn. This survey suggests areas for improvement where action can be taken to ensure that all students are learning in environments that support the high expectations young people hold for themselves.

MAJOR FINDINGS

I. Teaching Counts

Although only one in ten students give their teachers failing grades ("Ds" and "Fs"), findings suggest that quality teaching is linked with students' having more positive attitudes about learning, and school and their future in general.

- Students who report having high-quality teaching ("A" overall) are more likely than those with low-quality teaching ("D" or "F" overall) to agree that **students in their school care about learning and getting a good education** (70% vs. 23%).
- Students who report having high-quality teaching are thirteen times as likely as those with low-quality teaching to strongly agree that they **enjoy their classes** (54% vs. 4%).
- Students who report having high-quality teaching are more likely than those with low-quality teaching to report that they **like school** (78% vs. 37%).
- Students who report having high-quality teaching are more likely than those with low-quality teaching to report that they **really want to learn** (70% vs. 35%).
- Students who report high-quality teaching are more likely than those experiencing low-quality teaching to strongly agree that they **have high expectations for their future** (78% vs. 51%).
- Students who report high-quality teaching are more likely than those with even above average or average-quality teaching ("B" or "C" overall) to say that their **school is helping a lot to prepare them for a successful future** (75% vs. 41%).

High-quality teaching is linked to a high-quality school environment. Students who report having high-quality teaching ("A" overall) are more likely than those with low-quality teaching ("D" or "F" overall) to report that their schools:

- Have enough classrooms (72% vs. 41%),
- Are very safe (68% vs. 26%),
- Are not too noisy for students to be able to concentrate (58% vs. 29%), and
- Are very clean (54% vs. 20%).

Students experiencing low-quality teaching are more likely than those with high-quality teaching to be boys (61% vs. 51%), low-income (12% vs. 4%) and students with low grades (23% vs. 8%).

High-quality teaching is related to better student performance.

- Teachers who report high-quality teaching ("A" overall) at their school are more likely than those with above average or average-quality teaching ("B" or "C" overall) to report that all or most of their students will achieve their full academic potential for the school year (81% vs. 65%).
- Teachers who report high-quality teaching at their school are less likely than those with above average or average-quality teaching to strongly agree that many students in their school are promoted to the next grade without really being ready (6% vs. 19%).

7

II. Secondary School Years Are Vulnerable Time

Secondary school teachers and principals report lower quality education than elementary school teachers and principals.

- Secondary school teachers are less likely than elementary school teachers to give the teachers in their school an "A" in caring about students (52% vs. 69%), believing all children can learn (28% vs. 46%), maintaining discipline in the classroom (28% vs. 35%), and teaching individual students according to their different needs and abilities (16% vs. 28%).
- Secondary school principals are less likely than elementary school principals to give the teachers in their school an "A" in caring about students (62% vs. 80%), maintaining discipline in the classroom (36% vs. 57%), believing all children can learn (36% vs. 51%), and teaching individual students according to their different needs and abilities (16% vs. 26%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to report that their school has high academic standards (teachers, 60% vs. 75%; principals, 71% vs. 84%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to describe their curricula as challenging to students (teachers, 48% vs. 57%; principals, 67% vs. 77%).
- Secondary school teachers are less likely than elementary school teachers to give their principal an "A" in creating a supportive environment (37% vs. 46%).

Secondary school teachers and principals have lower expectations of their students.

- Secondary school teachers and principals are less likely than their elementary school counterparts to report that teachers in their school have high expectations for all students (teachers, 39% vs. 53%; principals, 56% vs. 72%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to strongly agree that if teachers have high expectations, students will rise to meet them (teachers, 60% vs. 71%; principals, 70% vs. 77%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to report that all or most of their students will achieve their full academic potential for this school year (teachers, 59% vs. 79%; principals, 65% vs. 84%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to strongly believe that their students value learning and education (teachers, 15% vs. 27%; principals, 34% vs. 53%).

Secondary school students have even lower expectations . . .

- Only two in ten (19%) secondary school students strongly agree that if teachers have high expectations, students will rise to meet them.
- Only seven percent of secondary school students strongly agree that students in their school care about learning and getting a good education.

. . . and do not have a very strong support system at school.

- Fewer than half (44%) of secondary school students are very satisfied with their relationships with other students, and low-income students are more vulnerable than high income students (37% vs. 53%).
- Only one-quarter of secondary school students are very satisfied with their relationship with their teachers (27%) or their principal (25%). This result reflects the finding from the The *Metropolitan Life Survey of the American Teacher, 2000,* in which four in ten (39%) secondary school students only trust their teachers a little or not at all.

Secondary school teachers and principals report less satisfying school relationships, particularly with regard to parents and parental involvement.

- Secondary school teachers and principals are less likely than their elementary school counterparts to be very satisfied with their relationships with their students (teachers, 54% vs. 68%; principals, 70% vs. 89%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to be very satisfied with their relationships with the teachers in their school (teachers, 43% vs. 55%; principals, 57% vs. 69%).
- Secondary school teachers and principals are less likely than their elementary school counterparts to be very satisfied with their relationships with parents (teachers, 21% vs. 28%; principals, 32% vs. 42%).
- Secondary school teachers and principals are more likely than their elementary school counterparts to report that all or most of their students have parents who need to be more involved in what their children are learning in school (teachers, 53% vs. 38%; principals, 46% vs. 35%).
- Secondary school teachers are less likely than elementary school teachers to give their principal an "A" in supporting parents' involvement (47% vs. 56%).

Secondary school teachers and principals report lower levels of commitment and feelings of success among secondary school teachers.

- Secondary school teachers and principals are less likely than their elementary school counterparts to strongly agree that teachers in their school are very committed to teaching (teachers, 61% vs. 70%; principals, 70% vs. 84%).
- Secondary school teachers are less likely than elementary school teachers to strongly agree that they feel successful at their job (50% vs. 56%).

III. Teachers, Principals and Students View School through Very Different Lenses

Principals' views on school quality are rosier than teachers' views.

- Principals are more likely than teachers to give the teachers in their school an "A" in caring about students (73% vs. 63%), and maintaining discipline in the classroom (48% vs. 33%).
- Principals are more likely than teachers to describe their school as having high academic standards (77% vs. 70%).
- Principals are more likely than teachers to strongly agree that teachers in their school are very committed to teaching (78% vs. 68%).

In secondary school, students' views are more pessimistic than those of teachers or principals.

- Students are less likely than teachers or principals to strongly agree that all children can learn (64% vs. 78% vs. 87%).
- Students are less likely than teachers or principals to rate the academic standards at their school as high (38% vs. 60% vs. 71%).
- Students are less likely than teachers or principals to describe their classes as challenging (23% vs. 48% vs. 67%).
- Students are less likely than teachers or principals to strongly agree that teachers in their school have high expectations for all students (25% vs. 39% vs. 56%).

IV. Minority Students' High Expectations are not Shared by Teachers and Principals

Students overall, and black students in particular, have high expectations for their future. Black students also report higher teacher and parental expectations, but want more parental involvement.

- Seven in ten (69%) students strongly agree that they have high expectations for their future.

- Black students are more likely than white or Hispanic students to have high expectations for their future (81% vs. 69% vs. 68%).
- Black students are more likely than white students to report that teachers expect their work to be excellent (42% vs. 33%).
- Black students are more likely than white students to report that their parents expect their work to be excellent (70% vs. 58%).
- Black students are more likely than white students to feel that their parents need to be more involved in what they are learning in school (43% vs. 32%).

Teachers and principals in heavily minority schools have lower expectations for their students.

- Teachers and principals whose schools have more than two-thirds minority students are less likely than those with one-third or fewer students to believe that teachers in their school have high expectations for all students (teachers, 40% vs. 52%; principals, 53% vs. 70%).
- Teachers and principals in schools with more than two-thirds minority students are less likely than those in schools with few minority students to report that learning and education is valued by students in their school (teachers, 14% vs. 26%; principals, 38% vs. 47%).
- Teachers in schools with more than two-thirds minority students are less likely than those in schools with one-third or fewer minority students to report that all or most of their students will achieve their full academic potential for this school year (59% vs. 76%).

Teachers in schools with high proportions of minority students report low-quality teaching.

- Teachers whose schools have more than two-thirds minority students are less likely than those with one-third or fewer minority students to give the teachers in their school an "A" in knowing their subject areas (51% vs. 65%), caring about students (59% vs. 67%), and maintaining discipline in the classroom (24% vs. 38%).
- Teachers in schools with more than two-thirds minority students are more likely than those whose schools have few minority students to describe their school's curriculum as challenging (41% vs. 59%).

Teachers in schools with high proportions of minority students are less satisfied with several school relationships and less committed to the profession.

- Teachers in schools with more than two-thirds minority students are less likely than those in schools with few minority students to be very satisfied with their relationships with their principal (36% vs. 45%) or with parents (16% vs. 28%).
- Principals in schools with more than two-thirds minority students are less likely than those in schools with few minority students to be very satisfied with their relationships with the teachers in their school (55% vs. 67%).
- Teachers and principals in schools with more than two-thirds minority students are less likely than those whose schools have few minority students to describe the teachers in their school as very committed to teaching (teachers, 60% vs. 73%; principals, 68% vs. 82%).

V. Low-Income Students Face Larger Obstacles with Less Support than High-Income Students

Low-income students have greater needs for support, which often interfere with receiving a high-quality education. While few teachers and principals in schools with low proportions of low-income students are affected by these

issues, at least half of teachers and principals in schools with many low-income students face such obstacles.

- Teachers in schools with more than two-thirds low-income students are more likely than those in schools with few low income students to report that they face big problems in teaching due to students with problems such as hunger, poverty or troubled family lives (48% vs. 7%) and students with discipline problems (36% vs. 16%).
- Principals in schools with more than two-thirds low-income students are more likely than those in schools with few low income students to report that they face big problems in their school due to students with problems such as hunger, poverty or troubled family lives (56% vs. 6%).
- Teachers and principals in schools with more than two-thirds low-income students are more likely than those with few low income students to report that all or most of their students need social support services (teachers, 43% vs. 7%; principals, 53% vs. 4%).

Low-income students report greater obstacles to learning and lower expectations for themselves and their school.

- Secondary school students whose families have a hard time buying things are three times as likely as those whose families can buy anything they want to report that they have difficulty paying attention in class because they are worrying about problems at home (55% vs. 17%).
- Secondary school students whose families have a hard time buying things are more likely than those whose families can buy anything they want to report often needing extra help with school work (55% vs. 32%).
- Secondary school students whose families have a hard time buying things are less likely than those whose families can buy anything they want to have high expectations for their future (59% vs. 78%).
- Secondary school students whose families have a hard time buying things are more likely than those whose families can buy anything to believe that their school is not helping at all to prepare them for a successful future (16% vs. 7%).

Teachers and principals in schools with high proportions of low-income students report lower quality teaching and a lower quality school environment.

- Teachers whose schools have more than two-thirds low-income students are less likely than those with one-third or fewer low-income students to give the teachers in their school an "A" in knowing their subject areas (55% vs. 65%) and caring about students (56% vs. 68%).
- Principals whose schools have more than two-thirds low-income students are less likely than those with one-third or fewer low-income students to give the teachers in their school an "A" in knowing their subject areas (51% vs. 73%), caring about students (64% vs. 80%) and maintaining discipline in the classroom (38% vs. 58%).
- Teachers and principals whose schools have more than two-thirds low-income students are less likely than those with one-third or fewer low-income students to report that their school is safe (teachers, 59% vs. 79%; principals, 82% vs. 93%), clean (teachers, 48% vs. 68%; principals, 70% vs. 79%) and not too noisy for students to be able to concentrate (teachers, 57% vs. 71%; principals, 82% vs. 91%).
- Teachers and principals in schools with high proportions of low-income students are more likely than those with low proportions of low-income students

to report that their school has a curriculum that challenges students (teachers, 44% vs. 61%; principals, 69% vs. 78%).

- Teachers in schools with high proportions of low-income students are less likely than those with few low-income students to give their principal an "A" in maintaining discipline and safety (40% vs. 50%) and creating a supportive environment (40% vs. 51%).
- Principals in schools with high proportions of low-income students are four times as likely as those with few low-income students to report that the **lack of high quality teachers is a big problem** in their school (20% vs. 5%).

Teachers in schools with many low-income students have lower expectations for their students.

- Teachers and principals whose schools have high proportions of low-income students are less likely than those with few low-income students to report that all or most of their students will achieve their full academic potential for this school year (teachers, 57% vs. 79%; principals (61% vs. 87%).
- Teachers and principals whose schools have high proportions of low-income students are less likely than those whose schools have few low-income students to report that learning and education is valued by their students (teachers, 11% vs. 34%; principals, 32% vs. 57%).

Teachers in schools with high proportions of low-income students are less satisfied with their school relationships and less satisfied with teaching.

- Teachers in schools with many low-income students are less likely than those with few low-income students to be very satisfied with their relationships with their students (57% vs. 66%), other teachers (41% vs. 55%) and parents (14% vs. 29%).
- Teachers in schools with many low-income students are less likely than those with few low-income students to be very satisfied with their job as a teacher (46% vs. 56%).
- Teachers in schools with many low-income students are less likely than those with few low-income students to feel successful at their job (45% vs. 62%) and to feel that they have control of what and how they teach in class (45% vs. 58%).
- Teachers in schools with many low-income students are more likely than those with few low-income students to feel frustrated and unappreciated at their job (17% vs. 7%).

VI. Supporting High-Quality Teaching

Teachers overall report being very satisfied with their job. However, findings suggest certain areas where teachers feel they could use more support.

- Nine in ten (92%) teachers are very or somewhat satisfied with their job.
- New teachers are less satisfied with their relationships with other teachers in their school, but more satisfied with their relationships with students, than more experienced teachers.
- Teachers and principals agree that teachers lack preparation to address the needs of English as a second language (ESL) students or students with different ethnic or cultural backgrounds.
- Seven in ten teachers and three-quarters of principals believe that providing more time for ongoing professional development related to daily classroom activities would help a lot to retain quality teachers. Yet less than half of principals believe that allocating time and resources for professional development is an important part of their job.

CHAPTER 1

THE EDUCATIONAL EXPERIENCE: QUALITY TEACHING AND EFFECTIVE SCHOOL LEADERSHIP

Overview

Are students today the beneficiaries of high-quality teaching? How do aspects of teaching such as subject knowledge, the ability to teach individual students according to their different needs and abilities and to maintain discipline, as well as caring about and believing in children relate to students' educational performance and experience? What is the nature of the preparation and administrative support that teachers receive in order to achieve high quality in their profession?

The following chapter explores the current quality of American teaching by examining these issues from the point of view of those directly involved: students, teachers and principals.

Components of Teaching — Are Teachers Excelling in the Areas Most Important to Students?

IN THEIR OWN WORDS

"...If I were a teacher, I would want to make my subject exciting and get to know all students well."
(10th grade girl)

~

"It is really hard for each student to get the attention that they need."
(11th grade girl)

~

"...Most teachers care about their students and are quite involved in their lives..."
(12th grade boy)

Secondary school students were asked to evaluate five different aspects of teachers and teaching:

- Knowing the subject areas,
- Believing all children can learn,
- Caring about students,
- Maintaining discipline in the classroom, and
- Teaching individual students according to their different needs and abilities.

Which of these aspects do students find most important, and how well are their teachers achieving these goals?

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To students, the most important aspects of teaching are teachers' ability: (1) to teach individual students according to their needs (27%), and (2) to know their subject areas (25%). Although students rate these two areas as most important, they do not rate teachers' performance in these areas equally. According to students, teachers being knowledgeable about their subject areas is top in performance as well as importance. However, teaching individual students according to their different needs receives the lowest performance ratings from students. While just over half of secondary school students (56%) give their teachers an "A" in knowing their subject areas, only one in five students (19%) report receiving this level of excellence in individualized attention from teachers. (Exhibits 1.1 - 1.2)

Individual attention drops off as students transition from middle school to the high school years. Students in grades 11 - 12 are less likely than those in grades 7 - 8 to give their teachers an "A" in believing all children can learn (35% vs. 47%), caring about students (34% vs. 40%), maintaining discipline in the classroom (20% vs. 27%) and teaching individual students according to their different needs and abilities (14% vs. 26%). Students whose families have a hard time buying things are less likely than those whose families can buy anything they want to give their teachers an "A" in knowing their subject areas (39% vs. 61%), believing all children can learn (33% vs. 47%), and caring about students (26% vs. 45%). (Exhibit 1.2)

Exhibit 1.1
Most Important Aspects of Teaching and Their Ratings

Q520: Thinking about these aspects of teaching, which one do you think is most important?

Q511: The following is a list of several aspects of teaching. For each item, how would you grade your teacher?
Base: All students (N = 2049)

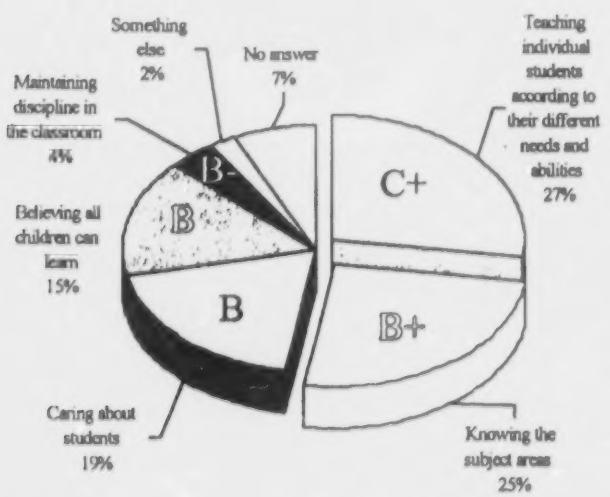

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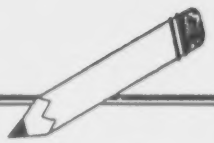
Exhibit 1.2
Students Grade Teachers — "A" Report Card

Q511: The following is a list of several aspects of teaching. For each item, how would you grade your teachers?
Base: All students



% "A"

	Total	Grade Level 7-8	Grade Level 9-10	Grade Level 11-12	Number of Teachers 6 or fewer	Number of Teachers 9 or more	Own Grades In School A's	Own Grades In School B's and C's	Own Grades In School D's and F's	Family Income Hard time buying things	Family Income Just enough or no problem	Family Income Can buy anything wanted
Base:	2049	589	886	574	634	459	1287	617	127	116	1625	300
	%	%	%	%	%	%	%	%	%	%	%	%
Knowing their subject areas	56	58	54	56	58	53	61	51	44	39	56	61
Believing all children can learn	39	47	35	35	45	33	42	34	37	33	38	47
Caring about students	35	40	32	34	43	29	40	30	26	26	34	45
Maintaining discipline in the classroom	24	27	23	20	26	22	26	19	29	22	23	30
Teaching individual students according to their different needs and abilities	19	26	15	14	22	17	19	16	22	16	18	21

Excellence in Teaching — Teachers and Principals Weigh In

IN THEIR OWN WORDS

"The future of both the students and the country depend on quality education. Good teachers don't make a difference, they are the difference."
(Principal of inner-city secondary school)

~

". . . Our principal has high expectations for us, so we meet them. We are supported through opportunities for development, and professional growth, having clear expectations set for our students (and therefore us [teachers]) and having a well written, fair discipline policy in place that is enforced. This has resulted in a 'can-do' attitude that has carried over to our students in the classroom."
(Teacher in suburban secondary school)

How do the views of teachers and principals compare to those of students? At the secondary school level, students' overall grading of their teachers is similar to teachers' self-evaluation. Both students and teachers give the teachers in their school a "B" overall. Both students and teachers believe that the teachers in their school are doing the best in knowledge of their subject areas and worst in individualized attention. Secondary school principals have a slightly better view of the teachers in their school,

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giving them a "B+" overall, but rank order teachers' skills the same way as do teachers and students. (Exhibit 1.3)

What happens when teaching quality is not an "A"? Do teachers and students consider B's and C's "good enough"? According to some telling measurers of student achievement, overall teaching quality at a "B" or "C" level is related to poorer student performance.

- Students who rate the quality of teaching they receive as "B" or "C" **are nearly half** as likely as those receiving "A" quality teaching to report that their school is helping a lot to prepare them for a successful future (41% vs. 75%). (Exhibit 1.6)
- Teachers who rate overall quality of teaching at their school as "B" or "C" are **less** likely than those who rate the quality as "A" to report that all or most of their students will **achieve their full academic potential** for the school year (65% vs. 81%). (Exhibit 1.4)
- Teachers in schools with "B" or "C" teaching quality are **three times** as likely as those with "A" quality teaching to strongly agree that many students in their school are promoted to the next grade without really being ready (19% vs. 6%). (Exhibit 1.5)

Exhibit 1.3
Quality of Teachers

Q611: The following is a list of several aspects of teaching. For each item, please indicate how you would grade the teachers in your school.
Base: All principals/All teachers

Q511: The following is a list of several aspects of teaching. For each item, how would you grade your teachers?
Base: All students

	Teachers			Principals			Students
	Overall	Elementary School	Secondary School	Overall	Elementary School	Secondary School	Secondary School
Base:	1273	698	430	1004	547	383	2049
	%	%	%	%	%	%	%
Knowing their subject areas	A-	A-	A-	A-	A-	A-	B+
Believing all children can learn	B+	B+	B	B+	B+	B+	B
Caring about students	A-	A-	B+	A-	A	A-	B
Maintaining discipline in the classroom	B	B+	B	B+	A-	B+	B-
Teaching individual students according to their different needs and abilities	B	B	B-	B	B	B	C+
Overall	**B+**	**B+**	**B**	**B+**	**A-**	**B+**	**B**

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Exhibit 1.4
Quality of Education and Academic Potential

Q411/4: How many of your students will achieve their full academic potential for this school year — all, most, some, very few, or none at all?
Base: All teachers

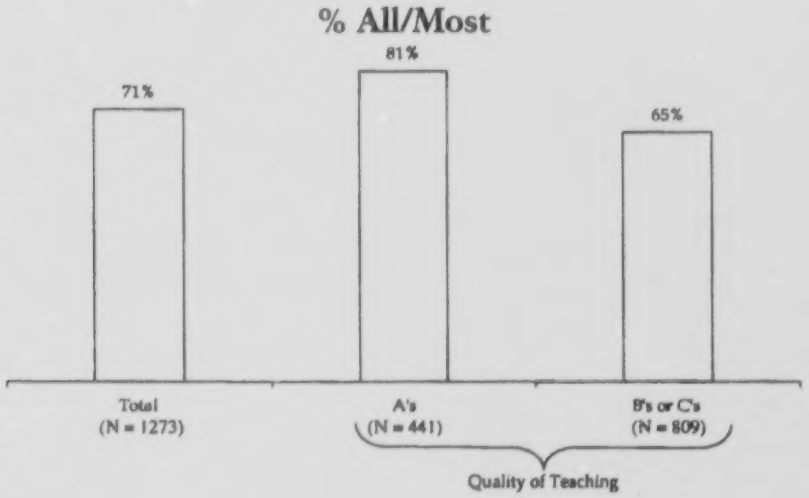


Exhibit 1.5
Quality of Education and Student Promotion

Q401/4: How much do you agree or disagree with the following — strongly agree, somewhat agree, somewhat disagree, or strongly disagree? Many students in my school are promoted to the next grade without really being ready.
Base: All teachers

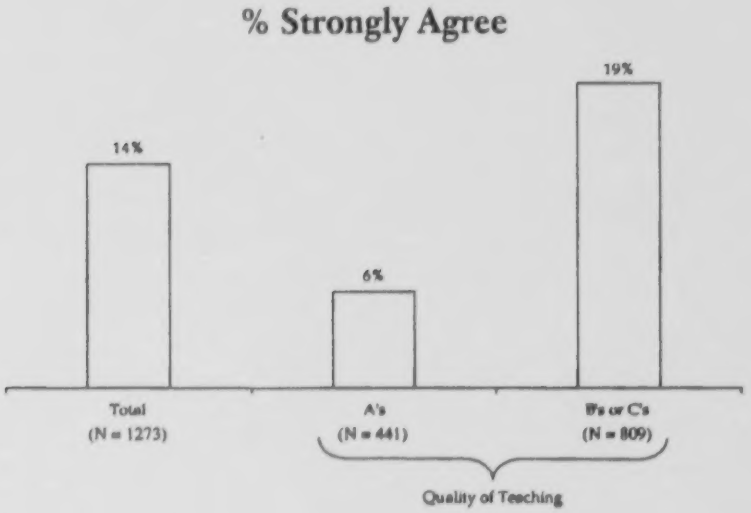
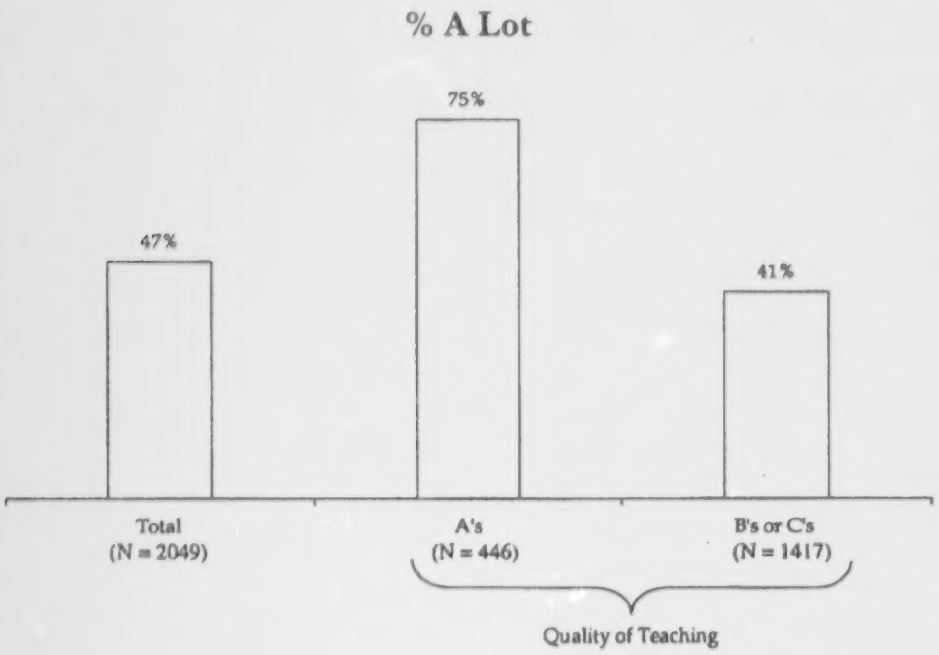


Exhibit 1.6
Quality of Education and Future Success

Q230: How much do you think your school is helping to prepare you for a successful future — a lot, a little or not at all?
Base: All students



Most teachers and principals believe that the teachers in their school are achieving excellence in two of the five aspects evaluated: knowing their subject areas and caring about students. Nearly two-thirds of teachers give their fellow teachers an "A" in knowing their subject areas (63%) and caring about students (63%). Three-quarters of principals give their teachers an "A" in caring about students (73%) and two-thirds (65%) give their teachers an "A" in knowing their subject areas. Note that both secondary school teachers and principals are much more likely than secondary school students to give an "A" to teachers for caring about students (teachers, 52%; principals, 62%; students, 35%). As with students, educators' views of teachers' ability to provide individualized attention fares the worst. Only one-quarter of teachers (25%) and principals (22%) give their teachers an "A" in teaching individual students according to their different needs and abilities. (Exhibits 1.7 - 1.9)

Elementary School Teachers Receive Higher Marks Across the Board

According to teachers and principals, the quality of teaching worsens from elementary to secondary school. Elementary school teachers are more likely than secondary school teachers to give the teachers in their school an "A" in caring about students

(69% vs. 52%), believing all children can learn (46% vs. 28%), maintaining discipline in the classroom (35% vs. 28%), and teaching individual students according to their different needs and abilities (28% vs. 16%). Elementary school principals are more likely than secondary school principals to give their teachers an "A" in caring about students (80% vs. 62%), maintaining discipline in the classroom (57% vs. 36%), believing all children can learn (51% vs. 36%), and teaching individual students according to their different needs and abilities (26% vs. 16%). (Exhibits 1.7 - 1.8)

Low-Income Students More Likely to Experience Low Quality Teaching

Mirroring what students themselves report, educators from schools with high proportions of low-income students report lower teaching quality than those in schools with few low-income students. Teachers whose schools have at least two-thirds low-income students are less likely than those with one-third or fewer low-income students to give the teachers in their school an "A" in knowing their subject areas (55% vs. 65%) and caring about students (56% vs. 68%). Principals whose schools have at least two-thirds low-income students are less likely than those with one-third or fewer low-income students to give the teachers in their school an "A" in caring about students (64% vs. 80%), knowing their subject areas (51% vs. 73%), and maintaining discipline in the classroom (38% vs. 58%). (Exhibits 1.7 - 1.8)

Minority Students More Likely to Experience Low Quality Teaching

Teachers in schools with high proportions of minority students also report lower teaching quality. Teachers whose schools have more than two-thirds minority students are less likely than those with one-third or fewer minority students to give the teachers in their school an "A" in the following areas:

- Knowing their subject areas (51% vs. 65%),
- Caring about students (59% vs. 67%), and
- Maintaining discipline in the classroom (24% vs. 38%). (Exhibit 1.9)

Exhibit 1.7
Teachers Grade Teachers

Q611: The following is a list of several aspects of teaching. For each item, please indicate how you would grade the teachers in your school.
Base: All teachers

% "A"

		Grade Level		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%
Knowing their subject areas	63	61	61	65	62	55	69	61	591
Caring about students	63	69	52	68	63	56	75	62	53
Believing all children can learn	41	46	28	44	36	41	46	41	33
Maintaining discipline in the classroom	33	35	28	37	27	31	36	35	26
Teaching individual students according to their different needs and abilities	25	28	16	26	23	23	33	23	20

Exhibit 1.8
Principals Grade Teachers

Q611: The following is a list of several aspects of teaching. For each item, please indicate how you would grade the teachers in your school.
Base: All principals

% "A"

		Grade Level		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1004	547	383	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%
Caring about students	73	80	62	80	71	64	78	69	57
Knowing their subject areas	65	64	67	73	65	51	65	64	70
Maintaining discipline in the classroom	48	57	36	58	44	38	52	46	33
Believing all children can learn	45	51	36	48	44	44	50	41	28
Teaching individual students according to their different needs and abilities	22	26	16	26	18	24	25	20	15

Exhibit 1.9
Quality of Teaching and Minority Students

Q611: The following is a list of several aspects of teaching. For each item, please indicate how you would grade the teachers in your school.
Base: All teachers

% "A"

	Total	% Minority Students		
		0%-33%	34%-66%	67%-100%
Base:	1273	600	274	321
	%	%	%	%
Knowing their subject areas	63	65	67	51
Caring about students	63	67	60	59
Believing all children can learn	41	40	45	38
Maintaining discipline in the classroom	33	38	31	24
Teaching individual students according to their different needs and abilities	25	24	26	24

Preparing for Excellence

IN THEIR OWN WORDS

"Today's teachers are better trained, better educated and more dedicated than at any time in U.S. history..."
(Teacher in suburban elementary school)

~

"...Small class sizes, a good curriculum and a well prepared teacher are all that are needed for a successful program."
(Teacher in suburban secondary school)

The aspect of teaching quality that is rated the lowest by students, teachers and principals is the ability to teach individual students according to their individual needs. This weakness also emerges in teachers' and principals' evaluations of where teachers have the least adequate preparation.

- One-third of teachers (33%) describe their preparation as less than adequate in addressing the needs of English as a second language (ESL) students or students with different ethnic or cultural backgrounds.
- Similarly, three in ten principals (30%) describe the preparation of teachers in their school as less than adequate in this area. (Exhibit 1.10)

Most teachers feel that they are at least adequately prepared for other key aspects of teacher quality, such as classroom management, subject matter knowledge and implementing performance standards. However, while two-thirds (68%) of secondary school teachers feel more than adequately prepared to manage a classroom, only one-quarter (24%) of secondary school students give an "A" to their teachers in maintaining discipline in the classroom.

One way to judge high-quality teaching is by the areas where teachers feel most prepared and how these vary with such variables as grade level taught, years of experience and school size. Years of experience distinguishes teachers' views on preparation. Teachers with more than 25 years of teaching experience are more likely than new teachers (5 years or less experience) to feel more than adequately prepared in the following:

- Being able to manage a classroom (70% vs. 52%),
- Being able to teach all the subjects in their curriculum (65% vs. 55%), and
- Being able to implement curriculum and performance standards (57% vs. 49%).

However, experience level does not distinguish teachers' being more than adequately prepared in addressing the needs of ESL students or students with different ethnic or cultural backgrounds. Yet teachers in communities of different sizes do contrast in their assessment of their preparation in this area, but not others. Teachers in urban schools are more likely than those in suburban or rural schools to feel more than adequately prepared in addressing the needs of ESL students or students from different ethnic or cultural backgrounds (26% vs. 16%). Principals' views in this area are similar (urban, 21%; suburban/rural, 14%). Neither school size nor grade level distinguishes teachers' views on teacher preparation for this function. (Exhibits 1.11 - 1.12)

In contrast to their views on teacher preparation with ESL and culturally diverse students, principals in urban schools are more likely than their suburban or rural counterparts to believe that the teachers in their school lack preparation. Principals in urban schools are less likely to believe that teachers in their school are more than adequately prepared to teach all their subjects in the curriculum (33% vs. 46%), implement curriculum and performance standards (34% vs. 42%), and manage a classroom (39% vs. 48%). (Exhibit 1.12)

DID YOU KNOW THAT . . . ? *The nation gained more immigrants in the 1990s than in any previous decade. The 2000 census figures document both a growing number of foreign-born Americans and a growing share who speak little or no English. Ten and a half million U.S. residents said they speak little or no English, up from 6.5 million in 1990.* (U.S. Census, 2000)

Accordingly, the number of limited English proficient students has nearly doubled in less than a decade. (U.S. Department of Education)

Exhibit 1.10

Teacher Preparation for Classroom Life

Q710: How would you describe your preparation in the following areas?
Base: All teachers (N = 1273)

Q701: How would you describe the preparation of teachers in your school in the following areas?
Base: All principals (N = 1004)

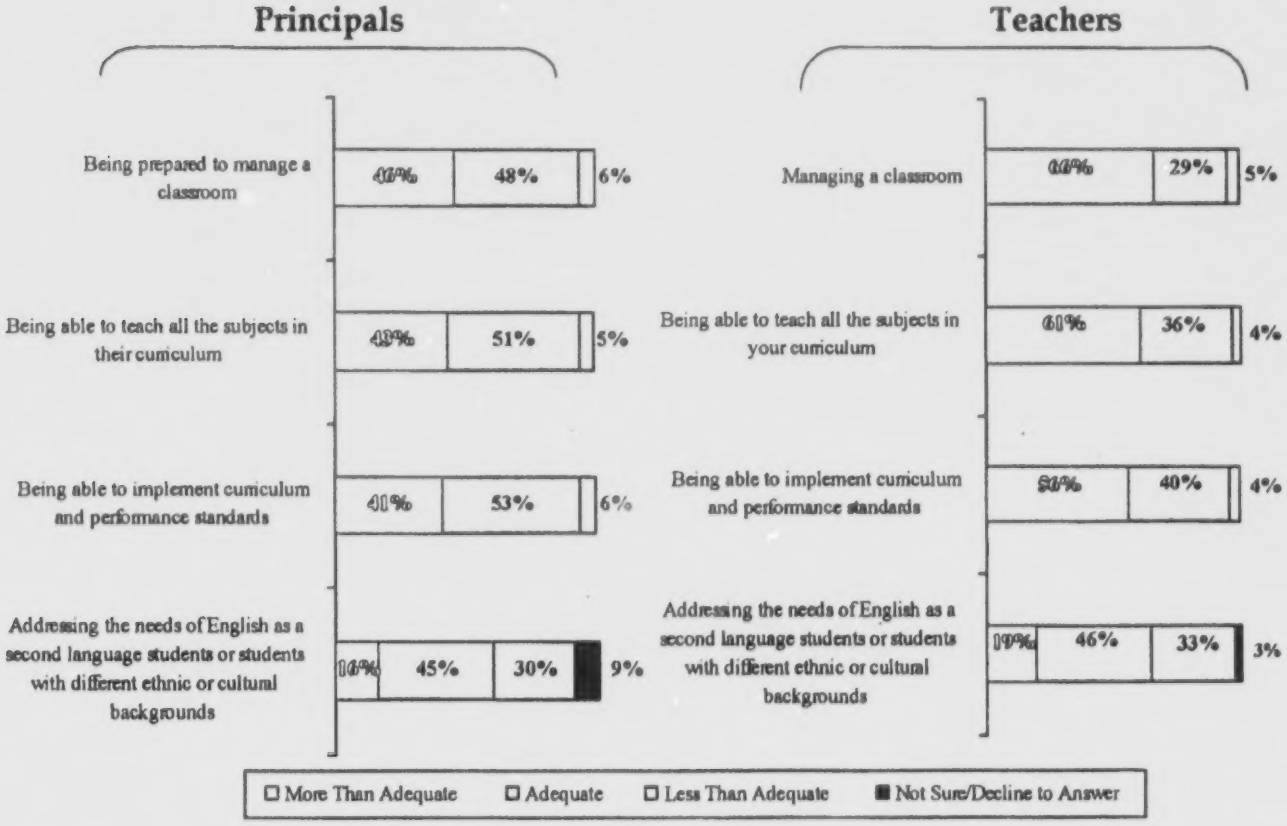


Exhibit 1.11
Teachers' Views on Teacher Preparation

Q711: How would you describe your preparation in the following areas?
Base: All teachers

% More Than Adequate

		Grade Level		Years of Experience			School Size			Size of Place	
	Total	Elementary	Secondary	0-5	6-25	26+	Less than 500	500-999	1000 or more	Urban	Suburban/ Rural
Base:	1273	698	430	312	714	247	352	538	348	397	873
	%	%	%	%	%	%	%	%	%	%	%
Managing a classroom	66	67	68	52	70	70	62	70	66	66	66
Being able to teach all the subjects in your curriculum	61	59	66	55	61	65	58	59	66	58	61
Being able to implement curriculum and performance standards	56	55	59	49	59	57	55	56	59	54	57
Addressing the needs of English as a second language students or students with different ethnic or cultural backgrounds	19	20	16	16	18	23	15	20	22	26	16

Exhibit 1.12
Principals' Views on Teacher Preparation

Q701: How would you describe the preparation of teachers in your school in the following areas?
Base: All principals

% More Than Adequate

		School Size			Grade level		Size of Place	
	Total	Less than 500	500-999	1000 or more	Elementary	Secondary	Urban	Suburban/ Rural
Base:	1004	560	337	103	547	383	242	761
	%	%	%	%	%	%	%	%
Being prepared to manage a real classroom	46	46	47	44	50	43	39	48
Being able to teach all the subjects in their curriculum	43	42	43	46	43	46	33	46
Being able to implement curriculum and performance standards	41	41	40	39	43	39	34	42
Addressing the needs of English as a second language students or students with a different ethnic or cultural background	16	15	16	22	14	16	21	14

Teachers' Commitment to and Passion for Teaching

IN THEIR OWN WORDS

"Teaching is my purpose in life. I am very passionate about learning and think that I was placed here on this earth to teach. I feel good about being a teacher. I have enthusiasm, knowledge, and love to teach the children".

(Teacher in inner-city elementary school)

~

"There are many dedicated teachers out there, but there are also teachers who work to get paid and put nothing of themselves into the work. This is the sad truth."

(Teacher in inner-city elementary school)

~

"The staff I have is split between those totally dedicated to the profession and those who look upon their role as just a job, waiting for retirement."

(Principal of inner-city high school)

Another component of high-quality teaching is the commitment and passion that teachers bring to their profession. Such attitudes have the potential to influence students and the overall environment in the school, including other teachers.

Most teachers describe the teachers in their school as very committed to teaching. Principals are more likely than teachers to strongly agree that teachers in their school are very committed to teaching (78% vs. 68%). Grade level is a key distinguishing factor in teachers' and principals' perception of teacher's commitment to the profession. Elementary school educators are more likely than secondary school educators to describe the teachers in their school as very committed to teaching (teachers, 70% vs. 61%; principals, 84% vs. 70%). (Exhibits 1.13-1.15)

Teachers' and principals' perception of the commitment of teachers in their school also differs by such school characteristics as school location, school size, and the percentage of minority students in their school. Teachers and principals in schools with one-third or fewer minority students are more likely than those with two-thirds or more minority students to strongly agree that teachers in their school are very committed to teaching (teachers, 73% vs. 60%; principals, 82% vs. 68%). Principals from small schools are more likely than those from large schools to describe their teachers as very committed to teaching, (80% vs. 66%) and those from suburban or rural schools are more likely than those from urban schools to share this view (81% vs. 69%). Teachers' views are not distinguished by school size or location. (Exhibits 1.14 - 1.15)

Most teachers (79%) strongly agree that they are passionate about teaching. Elementary school and secondary school teachers do not differ in this attitude. Both new and experienced teachers are also equally likely to describe themselves as passionate about teaching. However, female teachers are slightly more likely than male teachers to describe themselves in this way (81% vs. 74%). (Exhibits 1.16 - 1.17)

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Exhibit 1.13
Educators' Views of Teachers' Commitment

Q311/4: Thinking about your school, how much do you agree or disagree with the following: Teachers in my school are very committed to teaching.
Base: All teachers/All principals

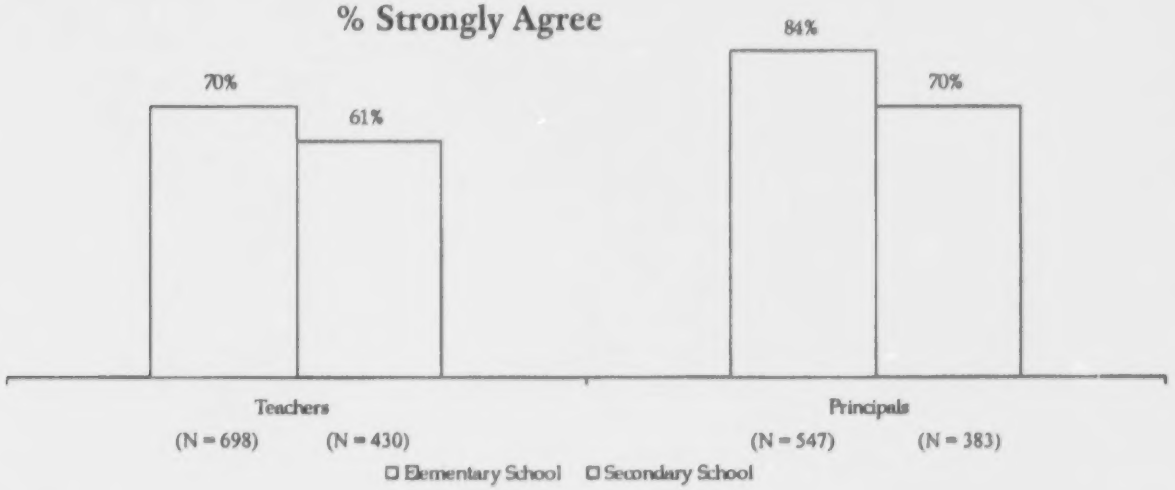

Exhibit 1.14
Teachers' Commitment to Teaching

Q311/4: Thinking about your school, how much do you agree or disagree with the following: Teachers in my school are very committed to teaching.
Base: All teachers

		Size of Place		% Minority Students			School Size		
	Total	Urban	Sub-urban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1273	397	873	600	274	321	352	538	348
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	95	93	96	96	96	94	93	96	96
Strongly agree	68	65	69	73	67	60	69	70	62
Somewhat agree	28	29	27	23	29	33	23	26	34
Somewhat/Strongly disagree (Net)	5	7	4	4	4	6	7	4	4
Somewhat disagree	3	4	2	2	3	5	3	2	3
Strongly disagree	2	3	2	2	1	2	5	2	1

Exhibit 1.15
Principals' Perceptions of Teachers' Commitment

Q311/4: Thinking about your school, how much do you agree or disagree with the following: Teachers in my school are very committed to teaching.
Base: All principals

		Size of Place		% Minority Students			School Size		
	Total	Urban	Sub-urban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1004	242	761	635	168	194	560	337	103
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	98	95	99	99	95	95	98	98	93
Strongly agree	78	69	81	82	76	68	80	79	66
Somewhat agree	20	26	18	17	19	27	19	19	27
Somewhat/Strongly disagree (Net)	2	5	1	1	5	5	2	2	7
Somewhat disagree	2	4	1	*	3	4	1	1	5
Strongly disagree	1	2	*	*	2	1	*	1	2

Exhibit 1.16
Elementary and Secondary School Teachers' Passion for Teaching

Q421/1: Thinking about a typical school day, how much do you agree or disagree with the following statement? I'm passionate about teaching.
Base: All teachers

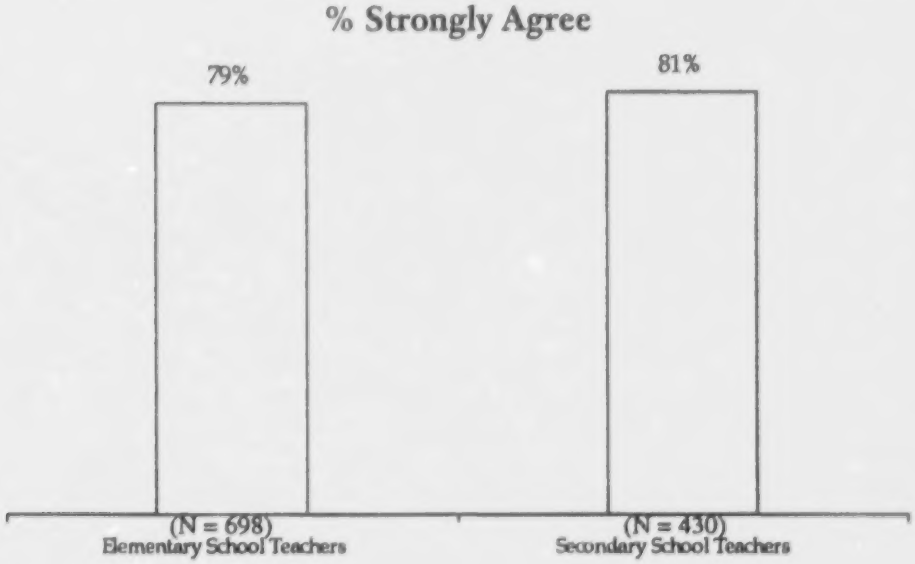

Exhibit 1.17
Teachers' Passion for Teaching

Q421/1: Thinking about a typical school day, how much do you agree or disagree with the following statement? I'm passionate about teaching.
Base: All teachers

		Gender		Years of Experience		
	Total	Male	Female	0 - 5	6 - 25	26+
Base:	1273	288	985	312	714	247
	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	98	98	98	99	99	96
Strongly agree	79	74	81	80	79	76
Somewhat agree	19	25	17	18	19	20
Somewhat/Strongly disagree (Net)	2	2	2	1	1	4
Somewhat disagree	1	2	1	1	1	4
Strongly disagree	*	-	1	1	*	1

Students' Views on Learning

IN THEIR OWN WORDS

"We are under a lot of pressure to succeed."
(10th grade girl)

~

"I think public schooling is the greatest advantage a child could have, not only for learning but for socialization as well. . . "
(9th grade girl)

~

"Being a student in America is comparable to having a full-time job, if not a little more difficult. The pressures that students have on them at school are enormous. The daily life of a student is hectic. Students have a 7-hour school day, have extra-curricular activities after school or a job, homework and things to deal with at home as well. It's not easy being a student."
(11th grade boy)

~

"...there are those of us out there that do really have [a] thirst for learning..."
(11th grade girl)

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Six in ten secondary school students (59%) agree that their teachers make learning exciting and fun. Students' positive perception of learning is related to how well they do in school. Students who get mostly A's in school are more likely than those with mostly B's and C's or mostly D's and F's to agree that their teachers make learning exciting and fun (63% vs. 54% vs. 45%). (Exhibits 1.18 - 1.19)

Secondary school students also have suggestions for what would help them become better students. Students are most likely to believe that more examples of how the things they learn in school matter in the real world would help a lot (57%). Excellent, good and poor students are equally likely to agree with this prescription. Four in ten students (40%) believe that more one-on-one attention from teachers would help a lot. In particular, students with poorer grades are more likely than those with excellent grades to hold this view (49% vs. 36%). Secondary school students are least likely to report that more help from their parents with schoolwork would help a lot (16%), although again, students with poorer grades are more likely than those with excellent grades to hold this view (26% vs. 12%). (Exhibit 1.20)

Exhibit 1.18
Learning Is Exciting and Fun Overall

Q321/1: Thinking about a typical school day, how much do you agree or disagree with the following statement? My teachers make learning exciting and fun.
Base: All students (N = 2049)

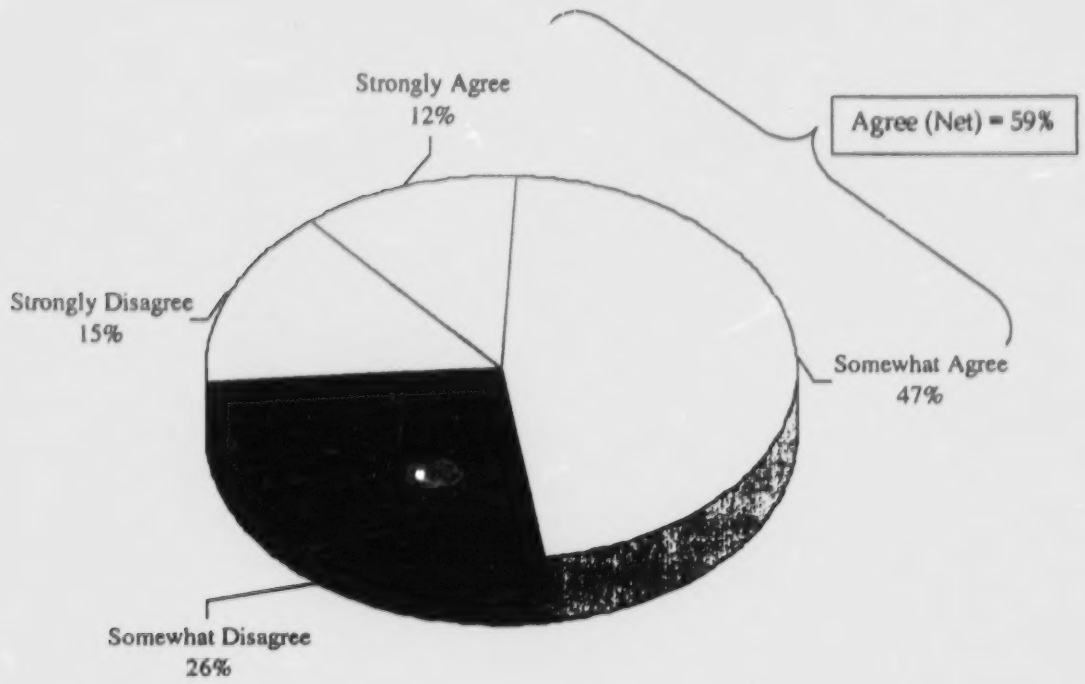

Exhibit 1.19

Learning Is Exciting and Fun - Grades in School

Q321/1: Thinking about a typical school day, how much do you agree or disagree with the following statement? My teachers makes learning exciting and fun.

Base: All students (N = 2049)

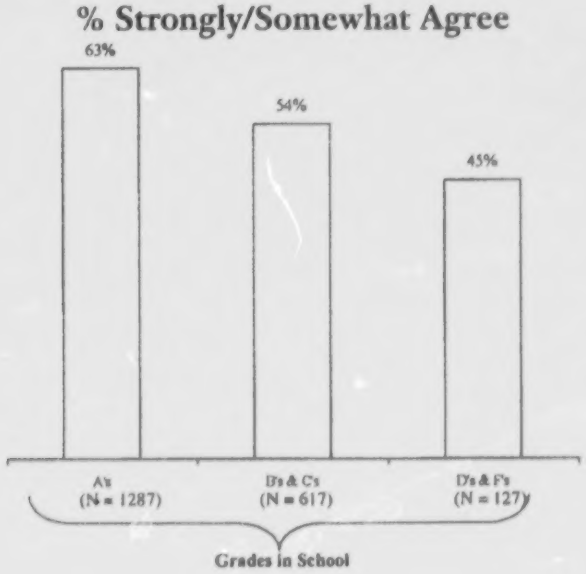

Exhibit 1.20

Students' Suggestions for What Would Make Them Become Better Students

Q331: How much would the following steps help you be a better student?

Base: All students

% Help A Lot

		Grade Level			Grades In School		
	Total	7-8	9-10	11-12	A's	B's and C's	D's and F's
Base:	2049	589	886	574	1287	617	127
	%	%	%	%	%	%	%
More examples of how the things I learn in school matter in the real world	57	49	63	59	55	61	57
More one-on-one attention from teachers	40	34	42	44	36	44	49
Classes that are more challenging	27	31	23	26	31	20	24
More help from my parents with schoolwork	16	21	15	12	12	21	26

IN THEIR OWN WORDS

"...A strong leader along with strong teachers makes a great school. Teachers feel that their administrators are far removed from the classroom perspective and therefore cannot relate or prioritize correctly."
(Teacher in inner-city elementary school)

~

"The principal is the educational leader and is also an important leader in the community and must be involved in every aspect of the daily operation of the school. Always be around and supportive of staff members. Always be available and visible to staff members, pupils and parents."
(Principal of suburban elementary school)

~

"Besides being an instructional leader, you must be a fund-raiser, a public relations officer, a coach, a big brother or sister, a child advocate and a visionary."
(Principal of suburban elementary school)

~

". . . the administration needs to get to know their students better. I have handled life's trials and tribulations without the help of my counselor, who doesn't even know my name or face. The teachers are not the problem in school; the counselors and administrators need to get to know the students (not just the athletes or valedictorians)."
(12th grade girl)

~

". . . I don't accept home life as a reason for students not learning."
(Principal of small town elementary school)

~

". . . Skilled teachers will probably do well regardless of administration. However, without proper leadership, the average or unskilled teacher has little chance to improve."
(Principal of urban elementary/junior/senior high school)

Which Roles Are Most Important?

Another important factor in creating a school environment structured to deliver a first-class education for all students is the support from the principal. Principals were asked to evaluate five different roles of a principal:

- Allocating time and resources for professional development,
- Maintaining discipline and safety,
- Creating a supportive environment for teaching and learning,
- Managing the school's budget and obtaining additional funds, and
- Supporting parents' involvement in their children's education.

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Which of these aspects do principals believe are most important, and how well are they achieving these goals?

According to principals, their **most important roles** are creating a supportive environment and maintaining discipline and safety. Eight in ten principals believe that it is extremely important for them to create a supportive environment (81%) and maintain discipline and safety (79%). Principals in schools with many or few low-income students are equally likely to believe that these are extremely important. In comparison, only one-third of principals (36%) believe that managing the school's budget and obtaining additional funds is extremely important in being a good principal. (Exhibit 1.21)

> MORE TO COME . . . *Although principals view maintaining discipline and safety as extremely important, half of students overall (and even fewer low-income students) feel very safe in schools, and many see students who disrupt class as a big problem in their school (see Chapter 2).*

Six in ten principals (58%) believe that it is extremely important for them to support parents' involvement in their children's education. This does not differ by the proportion of low-income students at the school. Elementary school principals are more likely than secondary school principals to think that this is an important role for them (63% vs. 50%). (Exhibit 1.21)

> OBSERVATION: *This shift in emphasis may be having a negative impact on secondary school parents.* The Metropolitan Life Survey of the American Teacher, 2000 *revealed that secondary school parents are more likely to feel alienated from their child's school — they are more likely than elementary school parents to feel left out of things going on at school (45% vs. 29%) and more likely to feel that what they think does not count at school (51% vs. 33%).*

Less than half of principals (45%) believe that allocating time and resources for professional development is an extremely important role for them. Secondary school principals are even less likely than elementary school principals to feel this way (37% vs. 51%). (Exhibit 1.21)

> MORE TO COME . . . *How do secondary school teachers feel about their professional development? Only three in ten (31%) are very satisfied (see Chapter 6).*

Exhibit 1.21
Most Important Roles of a Principal

Q541: The following is a list of several roles of a principal. For each item, please indicate how important this is in being a good principal.
Base: All principals

% Extremely Important

		Grade Level		Size of Place		% Students Below Average Income		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%
Base:	1004	547	383	242	761	399	347	231
	%	%	%	%	%	%	%	%
Creating a supportive environment for teaching and learning	81	81	82	85	80	81	79	83
Maintaining discipline and safety	79	77	79	81	78	77	81	78
Supporting parents' involvement in their children's education	58	63	50	63	56	53	61	60
Allocating time and resources for professional development	45	51	37	57	41	42	42	55
Managing the school's budget and obtaining additional funds	36	37	34	43	34	32	35	43

Teachers Speak Out on Principals' Performance

How well are principals performing these roles? Overall, teachers give their principals a "B". And although principals rate creating a supportive environment and maintaining discipline and safety as most important, teachers are least likely to report that their principals are achieving excellence in these areas. Four in ten teachers give their principal an "A" in creating a supportive environment (44%) and allocating time and resources for professional development (42%). (Exhibits 1.22 - 1.23)

Grade level does distinguish performance on some roles. Elementary school teachers are more likely than secondary school teachers to give their principal an "A" in supporting parents' involvement (56% vs. 47%) and creating a supportive environment (46% vs. 37%). The income level of the student body is also related to differences in principal performance. Teachers in schools with two-thirds or more low-income students are less likely than those with one-third or fewer low-income students to give their principal an "A" in supporting parents' involvement (48% vs. 60%), maintaining discipline and safety (40% s. 50%), and creating a supportive environment (40% vs. 51%). (Exhibit 1.23)

MORE TO COME . . . *Although overall teachers grade their principals as above average, students' ratings of their principals are not as enthusiastic, particularly with regard to making the school a place where students want to be involved (Chapter 1).*

Exhibit 1.22
Teachers Grade Principals — Overall

Q531: The following is a list of several roles of a principal. For each item, please indicate how you would grade the principal of your school.
Base: All teachers

	Teachers
Base:	1273
	%
Allocating time and resources for professional development	B
Maintaining discipline and safety	B
Creating a supportive environment for teaching and learning	B
Managing the school's budget and obtaining additional funds	B+
Supporting parents' involvement in their children's education	B+
Overall Quality	**B**

Exhibit 1.23
Teachers Grade Principals — "A" Report Card

Q531: The following is a list of several roles of a principal. For each item, please indicate how you would grade the principal of your school.
Base: All teachers

% "A"

		Grade Level		Size of Place		% Students Below Average Income		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%
Base:	1273	698	430	397	873	411	373	310
	%	%	%	%	%	%	%	%
Supporting parents' involvement in their children's education	55	56	47	51	56	60	49	48
Managing the school's budget and obtaining additional funds	46	46	45	48	45	49	41	46
Maintaining discipline and safety	45	44	45	40	46	50	37	40
Creating a supportive environment for teaching and learning	44	46	37	40	46	51	36	40
Allocating time and resources for professional development	42	43	38	45	41	46	33	44

Students Speak Out on Principals' Performance

Secondary school students were asked to evaluate their principal's performance on key aspects of the job. Students are most likely to strongly agree that their principal cares about all of the students at their school (36%) and that their principal makes their school a place where learning is important (33%). These two descriptions are related to a role that principals also consider most important(creating a supportive environment. Yet fewer than two in ten (18%) students strongly agree that their principal makes their school a place where students want to be involved in classes and activities. Of particular note is the finding that fully one-quarter of secondary school students (26%) don't really know what their principal does for their school.

High-income students' ratings of their principals are nearly twice as high as low-income students' ratings. Students who can buy anything are more likely than those who have a hard time buying things to strongly agree that their principal cares about all of the students at their school (43% vs. 24%), makes their school a place where learning is important (43% vs. 25%), makes their school a safer place (37% vs. 19%), and makes their school a plaee where students want to be involved in classes and activities (22% vs. 11%). Students' views do not differ by race or ethnicity. (Exhibit 1.24)

Exhibit 1.24

Students' Views of Principal

Q441: How much do you agree or disagree with the following statements?

Base: All students

% Strongly Agree

		Grade Level			Family Income			Race/Ethnicity			
									Minority		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	White	Total	Black	His-panic
Base:	2049	589	886	574	116	1625	300	1514	291	127	164
	%	%	%	%	%	%	%	%	%	%	%
My principal cares about all of the students at my school	36	41	34	31	24	35	43	34	37	40	35
My principal makes my school a place where learning is important	33	38	32	29	25	32	43	32	37	39	35
My principal makes my school a safer place	28	32	28	24	19	27	37	27	28	29	28
I don't really know what my principal does for my school	26	22	31	24	26	26	22	25	27	29	26
My principal makes my school a place where students want to be involved in classes and activities	18	19	20	15	11	18	22	16	20	19	21

CHAPTER 2

THE SCHOOL ENVIRONMENT: PHYSICAL AND NON-PHYSICAL SURROUNDINGS

Overview

How do students, teachers and principals describe the learning environment—both the physical and non-physical characteristics—in today's schools? How does the school environment influence and reflect the quality of education and teaching that occurs there? *The Metropolitan Life Survey of the American Teacher* has been investigating the issues of safety, school environment and student achievement since 1993. In 1993, less than half of secondary school students (49%) felt very safe at school. This situation had improved only slightly by 1998 (53%)[1]. *The Metropolitan Life Survey of the American Teacher, 1994* found that one-third of secondary school students believed their school did only a fair or poor job of providing a safe environment in the school building, and two in five secondary school students rated their school negatively in maintaining the school's physical facilities, such as the building and playground. And these experiences were linked with the quality of education. The majority of students in schools with a lesser quality of education rated their school's environment on these factors negatively.

This year's Survey finds a continued connection between the school environment and lower quality education. This chapter explores the relationship between students' surroundings and educational experience by examining the school environment in a broad sense, including both bricks and mortar issues such as space and cleanliness, as well as academic and social issues.

Physical Surroundings: The Students' Perspective

IN THEIR OWN WORDS

"... A willing student needs a good environment to learn in..."
(10th grade girl)

~

"The infrastructure is not current. Many buildings are very old and they pose health hazards as a result. I find it amusing that shopping centers are better maintained than our public schools."
(Teacher in small town elementary school)

~

". . . I am unable to completely understand why a city can spend millions on a light rail that is not a necessity, while teachers teach without classrooms and little girls shoot themselves in bathrooms."
(11th grade girl)

~

"With the rise of violence, it is scary to board the bus in the morning."
(7th grade boy)

[1] *The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools — Five Years Later.*

What is the quality of the physical school environment for secondary school students?

Although the majority of students describe their schools as clean, safe, quiet and having enough classrooms, a significant minority do not experience these conditions. According to students, their physical environment is most likely to be lacking in terms of space and quiet. One in seven secondary school students report that their school does not have enough classrooms (14%) and is too noisy for students to be able to concentrate (14%). One in ten students (10%) report that their school is not at all clean and seven percent of students describe their school as not at all safe. (Exhibit 2.1)

What are the conditions associated with students not experiencing a high-quality school environment? School location and family income are both related to the school environment. Students in urban schools are less likely than those in suburban or rural schools to describe their school as very safe (38% vs. 52%), or very clean (30% vs. 40%). Students whose families have a hard time buying things are less likely than those whose families can buy anything they want to describe their school as very safe (40% vs. 53%), very clean (29% vs. 42%), or not too noisy (36% vs. 48%). (Exhibit 2.2)

Minority and non-minority students also experience distinctly different school environments in terms of safety and cleanliness. Minority students are less likely than non-minority students to attend schools that are very safe (40% vs. 51%) or very clean (31% vs. 40%). Black students, but not Hispanic students, are less likely than white students to attend schools that are too noisy (33% vs. 44%). (Exhibit 2.3)

That these environmental issues are related to students' education is revealed in the association between the quality of teaching and these physical characteristics. Students were asked to evaluate their teachers on such abilities as knowing their subject areas, believing all children can learn, caring about students, maintaining discipline in the classroom and teaching individual students according to their different needs and abilities. These individual evaluations were compiled into a "Quality of Teaching" score. Those students who describe the quality of teaching in their school as low ("D" or "F") are less likely than those who describe the overall quality of teaching as high ("A") to experience a high-quality environment on each of the attributes measured. They are less likely to report that their schools:

- Have enough classrooms (41% vs. 72%),
- Are very safe (26% vs. 68%),
- Are very clean (20% vs. 54%), and
- Are not too noisy for students to be able to concentrate (29% vs. 58%). (Exhibit 2.2)

Who are the students experiencing low-quality teaching? These students are more likely than those with high-quality teaching to be:

- Boys (61% vs. 51%),
- Ninth or tenth graders (49% vs. 32%),
- Low-income (12% vs. 4%), and
- Students with low grades (23% vs. 8%). (Exhibit 2.4)

Exhibit 2.1
Students' Views on Physical Environment

Q271: To what extent do the following characteristics describe your school?
Base: All students (N = 2049)

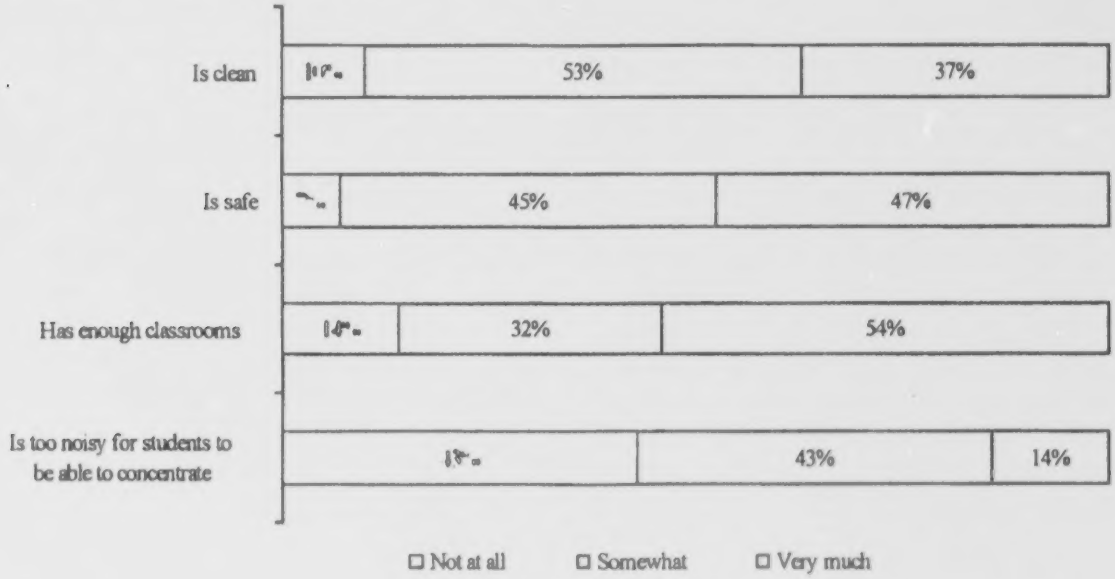


Exhibit 2.2
Students' Views on High Quality Environment

Q271: To what extent do the following characteristics describe your school?
Base: All students

		Size of Place		Family Income			Quality of Teaching		
	Total	Urban	Sub-urban/ Rural	Hard time buying things	Just enough or no problem	Can buy anything wanted	Low	Medium	High
Base:	2049	507	1542	116	1625	300	186	1417	446
	%	%	%	%	%	%	%	%	%
% Very much									
Has enough classrooms	54	52	55	55	53	60	41	49	72
Is safe	47	38	52	40	47	53	26	43	68
Is clean	37	30	40	29	36	42	20	32	54
% Not at all									
Is too noisy for students to be able to concentrate	43	42	43	36	42	48	29	39	58

Exhibit 2.3
High Quality Environment and Race/Ethnicity

Q271: To what extent do the following characteristics describe your school?
Base: All students

		Race/Ethnicity			
			Minority		
	Total	White	Total	Black	Hispanic
Base:	2049	1514	291	127	164
	%	%	%	%	%
% Very much					
Has enough classrooms	54	54	55	51	58
Is safe	47	51	40	34	46
Is clean	37	40	31	30	31
% Not at all					
Is too noisy for students to be able to concentrate	43	44	41	33	48

Exhibit 2.4
Profile of Students by Quality of Teaching

		Quality of Teaching		
	Total	Low	Medium	High
Base:	2049	186	1417	446
	%	%	%	%
Gender				
Boys	51	61	50	51
Girls	49	39	50	49
Grade				
7th/8th	35	25	34	40
9th/10th	36	49	36	32
11th/12th	29	26	30	28
Size of place				
Urban	31	39	29	33
Suburban	36	30	37	37
Rural	33	31	34	30
Family composition				
Two parent	75	72	77	74
One parent	21	20	20	23
Race/Ethnicity				
White	63	63	61	64
Black	12	13	10	8
Hispanic	14	12	20	15
Family income				
Hard time buying things	6	12	6	4
Just enough or no problem	79	79	80	76
Can buy anything wanted	15	9	14	19
Grades in school				
A's	56	34	56	64
B's and C's	34	41	37	25
D's and F's	8	23	6	8

Physical Surroundings: The Educators' Perspective

How do teachers and principals describe their school's physical environment? Overall, most teachers and principals describe their schools as clean, safe, quiet and having enough classrooms. However, one area in which teachers' and principals' evaluations differ is on space. Teachers are more likely than principals to describe their school as not having enough classrooms (26% vs. 15%). (Exhibit 2.5)

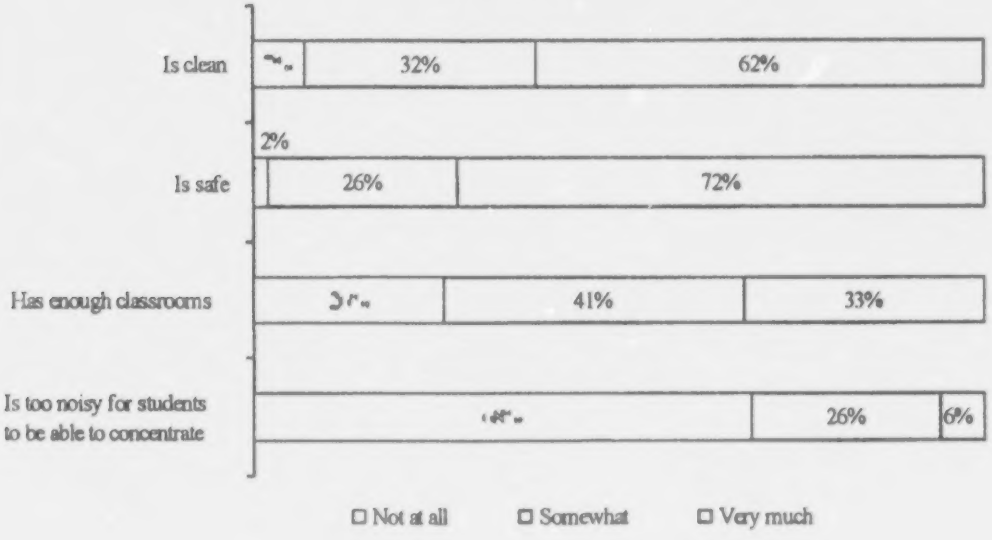
Unlike other areas, elementary school and secondary school educators' perspectives are remarkably consistent in the assessment of their physical surroundings. However, school location, school size and the number of low-income students are all related to educators' evaluations of their environment. Teachers in urban schools are less likely than those in suburban or rural schools to report that their school is safe (62% vs. 75%), clean (54% vs. 64%) and is not too noisy (62% vs. 70%). Teachers in large schools are less likely than those in small schools to report that their school has enough classrooms (26% vs. 40%) and is safe (64% vs. 76%). Teachers whose schools have two-thirds or more students with below average income are less likely than those whose schools have one-third or fewer low-income students to describe their schools as safe (59% vs. 79%), clean (48% vs. 68%) and not too noisy for students to be able to concentrate (57% vs. 71%). Similar patterns of differences exist in principals' evaluations as well. (Exhibits 2.6-2.7)

DID YOU KNOW THAT . . .? *The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years. Three and a half million children attend schools where at least one building is non-operational or significantly substandard.* (NCES 1999)

Exhibit 2.5
Educators' Views of Physical Environment

Q321: To what extent do the following characteristics describe your school?
Base: All teachers (N = 1273)/All principals (N = 1004)

Teachers



Principals

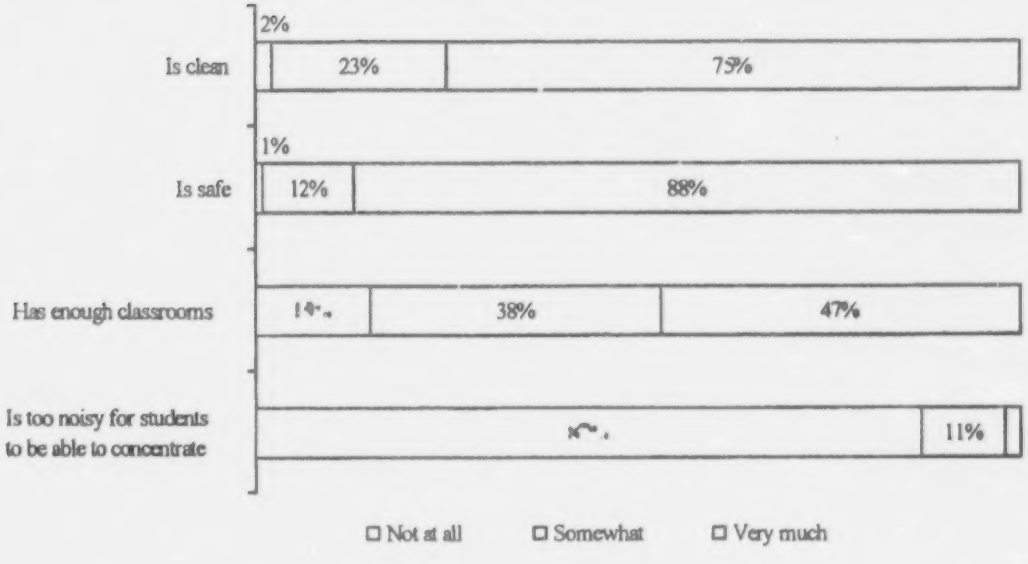


Exhibit 2.6
Teachers' Views on High-Quality Environment

Q321: To what extent do the following characteristics describe your school?
Base: All teachers

	Total	Grade Level: Elementary	Grade Level: Secondary	Size of Place: Urban	Size of Place: Suburban	Students Below % Average Income: 0%-33%	Students Below % Average Income: 34%-66%	Students Below % Average Income: 67%-100%	School Size: Less than 500	School Size: 500-999	School Size: 1000 or more
Base:	1273	698	430	397	873	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%
% Very much											
Is safe	72	73	67	62	75	79	71	59	76	74	64
Is clean	62	62	60	54	64	68	59	48	61	63	59
Has enough classrooms	33	34	28	32	33	35	31	33	40	31	26
% Not at all											
Is too noisy for students to be able to concentrate	68	69	66	62	70	71	67	57	71	67	65

Exhibit 2.7
Principals' Views on High Quality Environment

Q321: To what extent do the following characteristics describe your school?
Base: All principals

	Total	Grade Level: Elementary	Grade Level: Secondary	Size of Place: Urban	Size of Place: Suburban	Students Below % Average Income: 0%-33%	Students Below % Average Income: 34%-66%	Students Below % Average Income: 67%-100%	School Size: Less than 500	School Size: 500-999	School Size: 1000 or more
Base:	1004	547	383	242	761	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%	%	%
% Very much											
Is safe	88	88	87	81	90	93	86	82	89	88	79
Is clean	75	76	75	71	76	79	74	70	74	77	72
Has enough classrooms	47	48	45	40	49	48	46	45	50	44	36
% Not at all											
Is too noisy for students to be able to concentrate	87	89	86	87	87	91	87	82	86	91	82

The Academic Atmosphere: How Prevalent Are High Standards and Challenging Courses?

IN THEIR OWN WORDS

"[School] is not a bad place to be, if you are lucky to be in one of the great schools with such high standards."
(8th grade boy)

~

". . . I can't remember the last time I learned something new . . . I just get sick of the busy work, and usually just end up throwing it aside and not doing it. I want to be LEARNING things."
(11th grade boy)

~

". . . The entire school has high expectations for all of our kids and teachers are extremely dedicated to helping our students and each other . . ."
(Teacher in small town elementary school)

~

". . . We say we have raised standards by raising the passing grade, but we just make the work easier so the grades will be higher."
(Teacher in small town elementary school)

The majority of teachers and principals describe their school as having high academic standards. However, principals are more likely than teachers to view their schools this way (77% vs. 70%). In addition, elementary school educators are more likely than secondary school educators to report that their school has high academic standards (teachers, 75% vs. 60%; principals, 84% vs. 71%). (Exhibit 2.8)

How do students experience the academic atmosphere at their school? How do their evaluations compare to those of educators? Secondary school students are much less likely than secondary school teachers or principals to rate the academic standards at their school as high (students, 38%; teachers, 60%; principals, 71%). (Exhibit 2.9)

Do schools provide curricula that challenge students? Slightly more than half (54%) of teachers strongly agree with this statement, compared to nearly three-quarters of principals (72%). As with academic standards, grade level distinguishes both teachers' and principals' views on their school's curriculum. Elementary school educators are more likely than those in secondary school to describe their curricula as challenging to students (teachers, 57% vs. 48%; principals, 77% vs. 67%). Schools with high percentages of low-income students are also less likely to have challenging curricula. Furthermore, teachers in schools with more than two-thirds minority students are more likely than those whose schools have fewer minority students to describe their school's curriculum as challenging (41% vs. 59%). (Exhibit 2.10 - 2.11)

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While fewer than half (48%) of secondary school teachers believe their school's courses are challenging their students, students themselves hold an even harsher view. One-quarter of secondary school students (23%) strongly agree that the classes in their school are challenging. Black students are more likely than white or Hispanic students to describe their classes as challenging (37% vs. 20% vs. 21%). (Exhibits 2.12 - 2.13)

Exhibit 2.8
Prevalence of High Academic Standards

Q305: How would you rate the academic standards at your school - - high, medium or low?

Base: All teachers/All principals

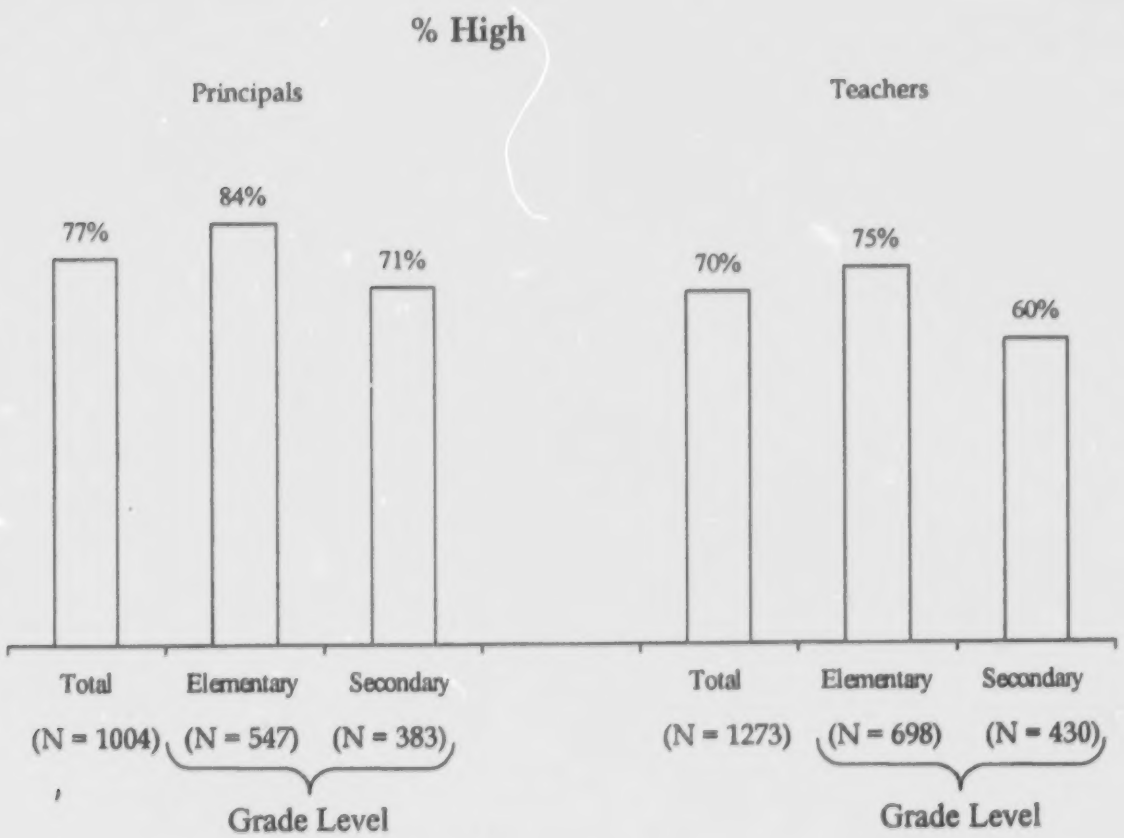
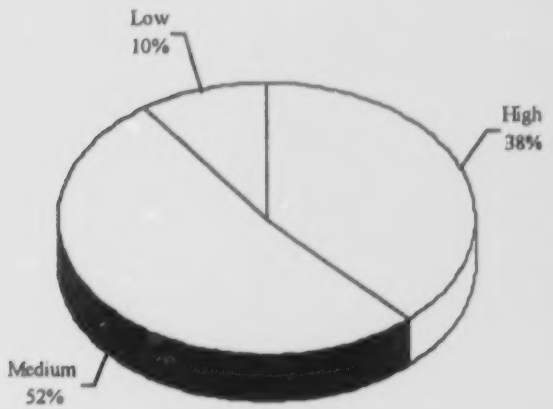


Exhibit 2.9
Academic Standards: Students, Teachers and Principals

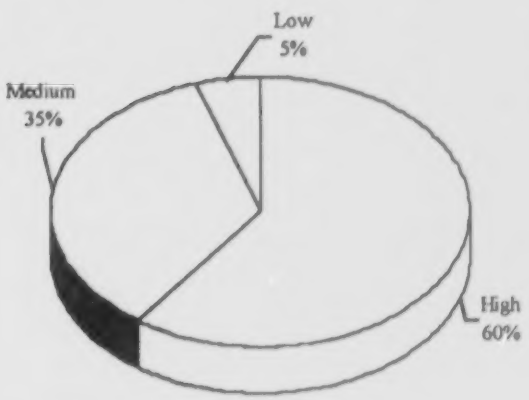
Q240: How would you rate the academic standards at your school?
Base: Secondary school students (N=2049)

Q305: How would you rate the academic standards at your school?
Base: Secondary school teachers (N=430)/Secondary school principals (N = 383)

Secondary School Students



Secondary School Teachers



Secondary School Principals

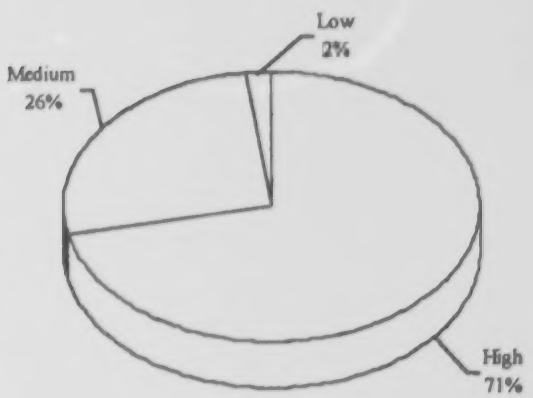


Exhibit 2.10
Challenging Curriculum

Q311/3: Thinking about your school, how much do you agree or disagree with the following?
My school has a curriculum that challenges students.
Base: All teachers (N=1273)/All principals (N=1004)

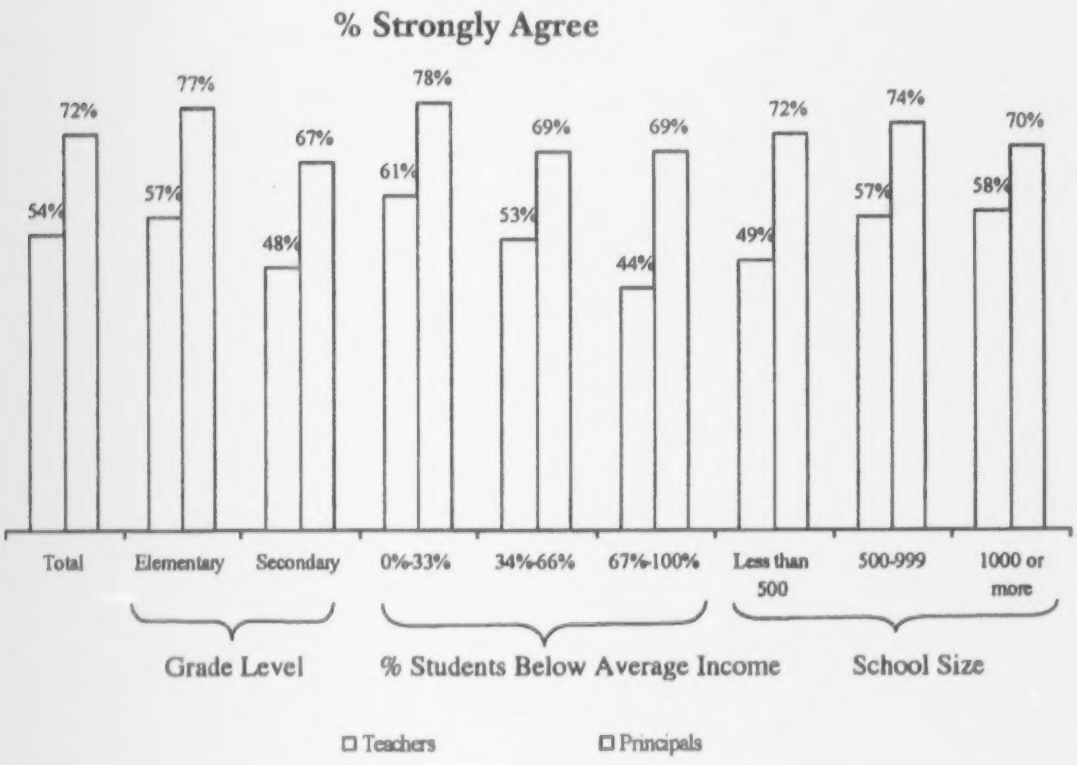


Exhibit 2.11
Challenging Curriculum and Minority Students

Q311/3: Thinking about your school, how much do you agree or disagree with the following? My school has a curriculum that challenges students.
Base: All teachers (N = 1273)

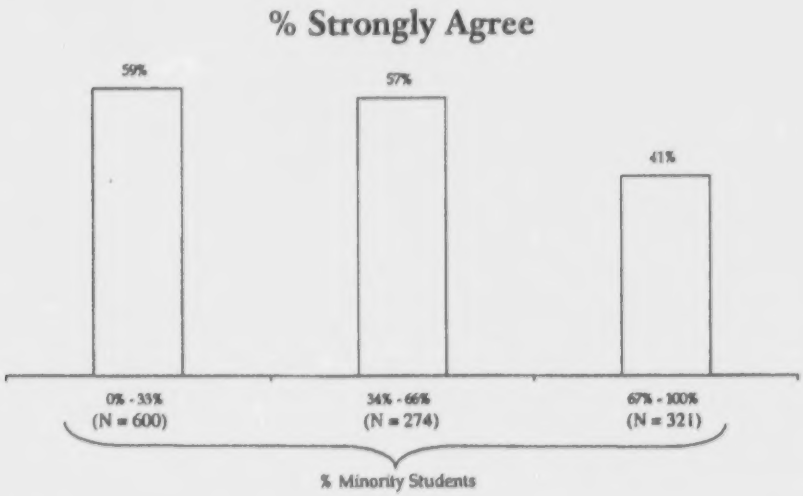


Exhibit 2.12
Challenging Classes

Q251/3: Thinking about your school, how much do you agree or disagree with the following? Classes in my school are challenging.
Base: All students (N=2049)

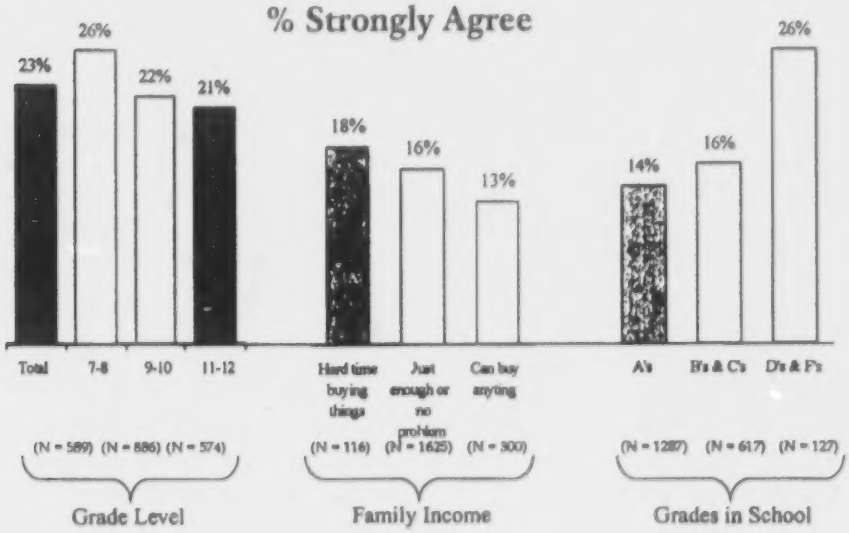
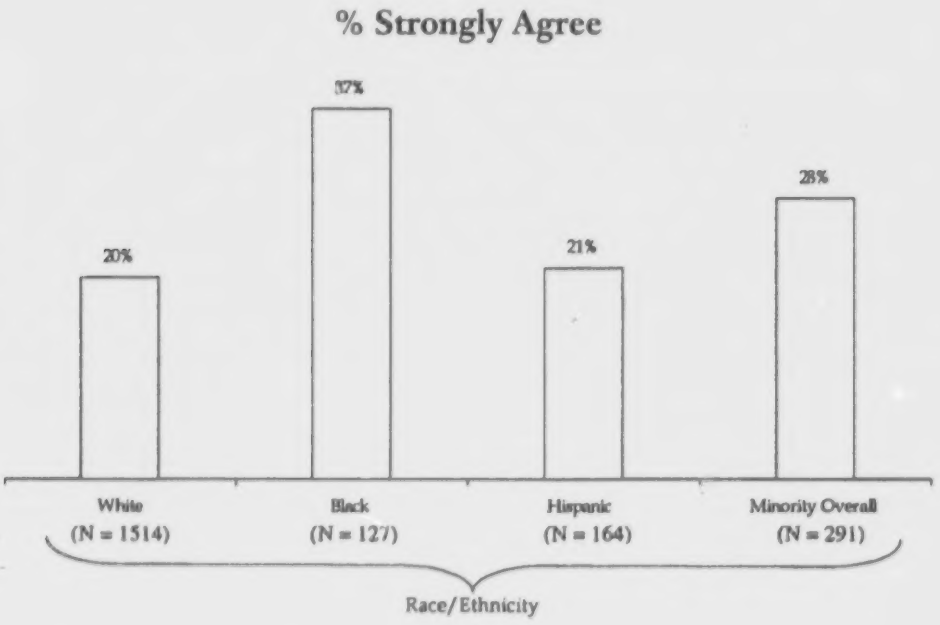


Exhibit 2.13
Challenging Classes and Race/Ethnicity

Q251/3: Thinking about your school, how much do you agree or disagree with the following? Classes in my school are challenging.
Base: All students



An atmosphere of academic excellence and challenge may also influence how students view the value of their education. Slightly less than half of secondary school students (47%) think their school is helping a lot to prepare them for a successful future. In fact, a sizable minority (7%) believe that their school is not helping at all. This view tends to be particularly true for low-income students compared to high-income students (16% vs. 7%). As students get older they are less likely to believe that their school is helping a lot. Eleventh and twelfth graders are less likely than those in seventh and eighth grade to think their school is helping a lot to prepare them for a successful future (41% vs. 53%). Strikingly, students whose families have a hard time buying things are less likely than those whose families can buy anything they want to believe that their school is helping a lot to prepare them for success (32% vs. 50%). If one goal of public education is to provide all students with the tools to succeed, then this finding is particularly disturbing. (Exhibit 2.14)

DID YOU KNOW THAT . . .? *Seventeen percent of all children under the age of 18 are considered poor.*

US Dept of Commerce, Bureau of the Census, Poverty in the United States 1999, Current Population Reports, Consumer Income, Series P60-210, page v

Another aspect of an effective school atmosphere is the belief that students are being properly prepared for the next level and that their advancement is deserved. Teachers are three times as likely as principals to report that many students in their school are promoted to the next grade without really being ready (14% vs. 4%). Elementary and secondary school educators are equally likely to report this circumstance. While principals' views do not differ by the proportion of low-income students in their school, this factor does distinguish teachers' views. Teachers whose schools consist of at least two-thirds students with below average income are twice as likely as those whose schools have one-third or fewer low-income students to report that students are promoted to the next grade without really being ready (23% vs. 12%). (Exhibit 2.15)

Students' views on this issue reflect the views of their teachers. One in six (16%) secondary school students strongly agree that many students in their school are promoted to the next grade without really being ready. Furthermore, students who get D's and F's are more likely than those who get A's to strongly agree with this statement (26% vs. 14%). (Exhibit 2.16)

Exhibit 2.14
Preparing For a Successful Future

Q230: How much do you think your school is helping to prepare you for a successful future?
Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or not problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
A lot	47	53	46	41	32	48	50	55	37	30
A little	45	41	44	52	53	45	43	38	55	52
Not at all	7	5	10	7	16	7	7	6	8	16
No answer	*	1	*	-	-	*	-	*	*	2

Exhibit 2.15
Educators' Views on Promotion without Preparation

Q401/4: How much do you agree or disagree with the following? Many students in my school are promoted to the next grade without really being ready.
Base: All teachers (N=1273)/All principals (N = 1004)

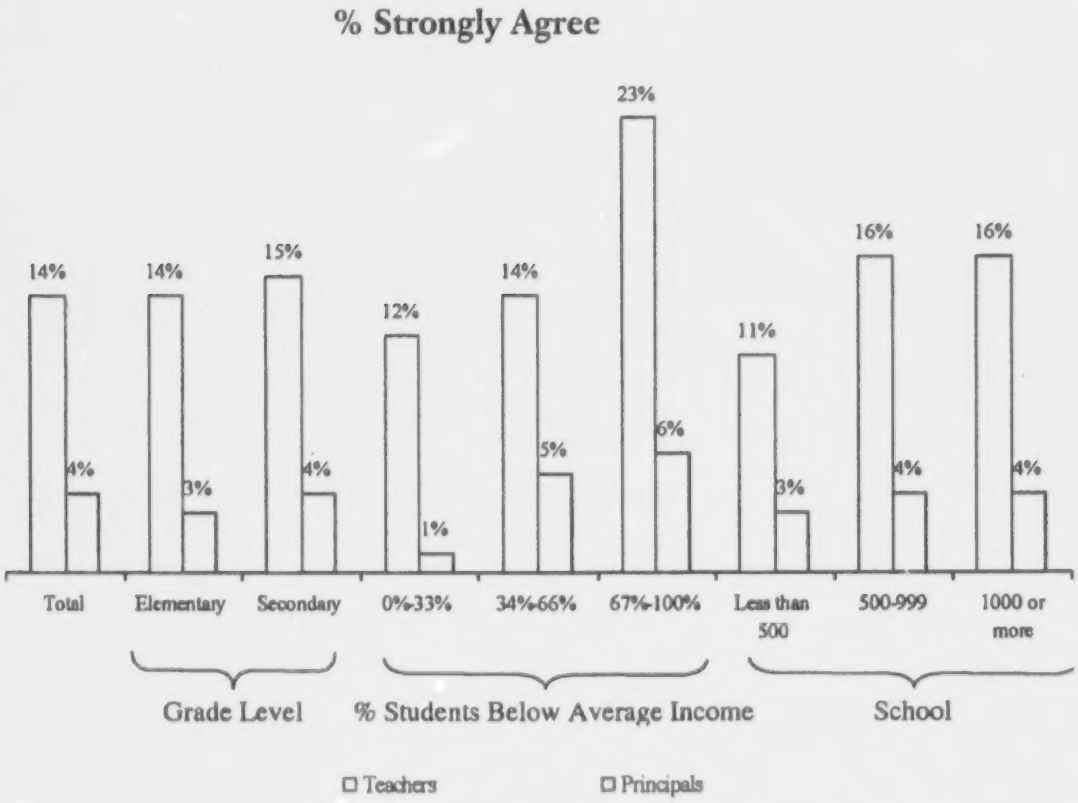
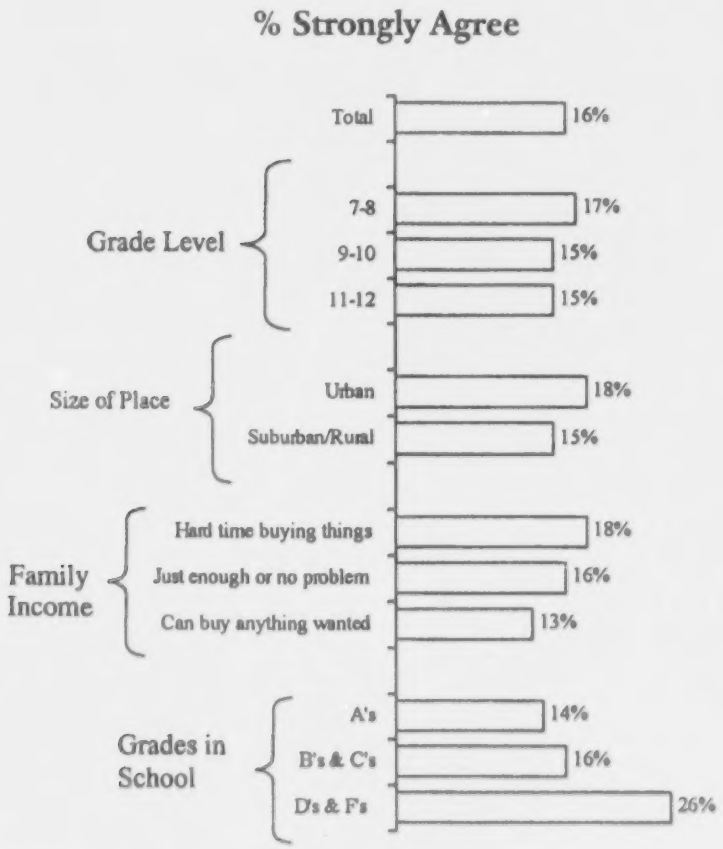


Exhibit 2.16

Students' Views on Promotion without Preparation

Q251/4: Thinking about your school, how much do you agree or disagree with the following? Many students in my school are promoted to the next grade without really being ready.

Base: All students (N=2049)



AMERICAN TEACHER

IN THEIR OWN WORDS

"[Students] enter school with needs and concerns which MUST be addressed before any significant learning can occur — poverty, hunger, loneliness, fear, etc. The public school is, in many cases, the only safe place for children . . ."

(Teacher in urban elementary school)

~

"I spend more time managing the behavior of the children in my class than I do in direct teaching . . ."

(Teacher in suburban elementary school)

Teachers', principals' and students' focus on teaching and learning can be disrupted by the need to address other aspects of students' lives. Two in ten teachers (18%) and principals (20%) report that all or most of their students need social support services. This need is consistent across grade level. Although it is not surprising that educators in schools with high proportions of low-income students are more likely to report that many of their students need social support services, the extent of this need is dramatic. Four in ten teachers (43%) in schools with at least two-thirds low-income students report that all or most of their students need social support services, compared to only seven percent of teachers in schools with one-third or fewer low-income students. Half of principals (53%) in schools with mostly low-income students report that all or most of their students need these services, compared to only four percent of principals with a minority of low-income students. (Exhibits 2.17 - 2.18)

Exhibit 2.17
Teachers Assess Needs for Social Support Services

Q411/2: How many of your students need social support services?
Base: All teachers

		Grade Level		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1273	698	430	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%
All/Most (Net)	18	16	21	7	19	43	17	18	21
All	3	3	2	1	3	7	4	2	2
Most	16	13	18	6	16	37	13	16	19
Some	55	53	59	56	62	44	57	53	58
Very few/None at all	25	30	18	36	19	12	24	28	19
Very few	24	28	18	35	18	12	24	26	19
None at all	1	2	-	1	1	-	-	2	-
Not sure	1	1	2	1	1	1	1	2	1

Exhibit 2.18
Principals Assess Need for Social Support Services

Q411: How many students in your school need social support services?
Base: All principals

		Grade Level		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1004	547	383	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%
All/Most (Net)	20	17	23	4	19	53	21	18	24
All	3	1	4	1	2	8	4	1	2
Most	18	16	19	3	17	45	18	16	22
Some	58	58	58	57	68	42	57	58	59
Very few/None at all (Net)	21	24	19	39	12	4	20	25	17
Very few	21	23	19	37	12	4	19	24	17
None at all	1	1	*	2	-	-	1	1	-
Not sure	*	1	*	*	1	*	1	-	-
Decline to answer	*	*	-	-	*	-	*	-	-

How do such needs relate to students' ability to learn? One-quarter (25%) of secondary school students say that it's often hard for them to pay attention in class because they are worrying about problems at home. This result is amplified by the finding that students who get low grades in school are more than twice as likely as those who get A's to report this problem (43% vs. 18%). Economic difficulties may be one source of students' concerns. Students whose families have a hard time buying things are three times as likely as those whose families can buy anything they want to report that they have difficulty paying attention because of worries at home (55% vs. 17%). (Exhibit 2.19)

For teachers, these aspects of their school's environment can pose obstacles to their ability to teach. Teachers are most likely to report the following as big problems:

- Students with discipline problems (22%), and
- Students with problems such as hunger, poverty or troubled family lives (21%).

In comparison, one in eleven teachers (9%) report that not having enough time to get to know students as individuals is a big problem and only three percent report that lack of support from other teachers is a big problem.

These obstacles do not differ by the grade level taught, although they are more prevalent for teachers in urban than suburban or rural schools. Teachers whose schools have high proportions of low-income students are also more likely than those with few low-income students to report that students with problems such as hunger, poverty or troubled family lives or students with discipline problems are a big problem (48% vs. 7%). (Exhibit 2.20)

Principals also perceive the challenges to teaching and learning when students have problems such as hunger, poverty or troubled family lives. One-quarter (27%) of principals report that this is a big problem at their school. Although elementary and secondary school principals are equally likely to have this as a problem, principals of urban schools are more likely than their suburban or rural counterparts to report that this is a big problem (39% vs. 24%). And for principals in schools in which more than two-thirds of their students are low-income, this is indeed an extensive problem. **More than half** (56%) of principals in schools with mostly low-income students describe hunger, poverty or troubled family lives as a big problem in their school, compared to **only six percent** of principals with few low-income students. (Exhibit 2.21)

Students perceive these obstacles as well. Four in ten (40%) secondary school students report that students who interrupt class with bad behavior are a big problem in their classes that gets in the way of learning. One-quarter of students (25%) report that teachers not knowing students as individuals is a big problem and two in ten (21%) report that classes with too many students are a big problem that get in the way of learning. (Exhibit 2.22)

Exhibit 2.19
Worries Affect Concentration

Q311/4: How well does each of the following statements describe you? It's often hard for me to pay attention in class because I'm worrying about problems at home
Base: All students (N=2049)

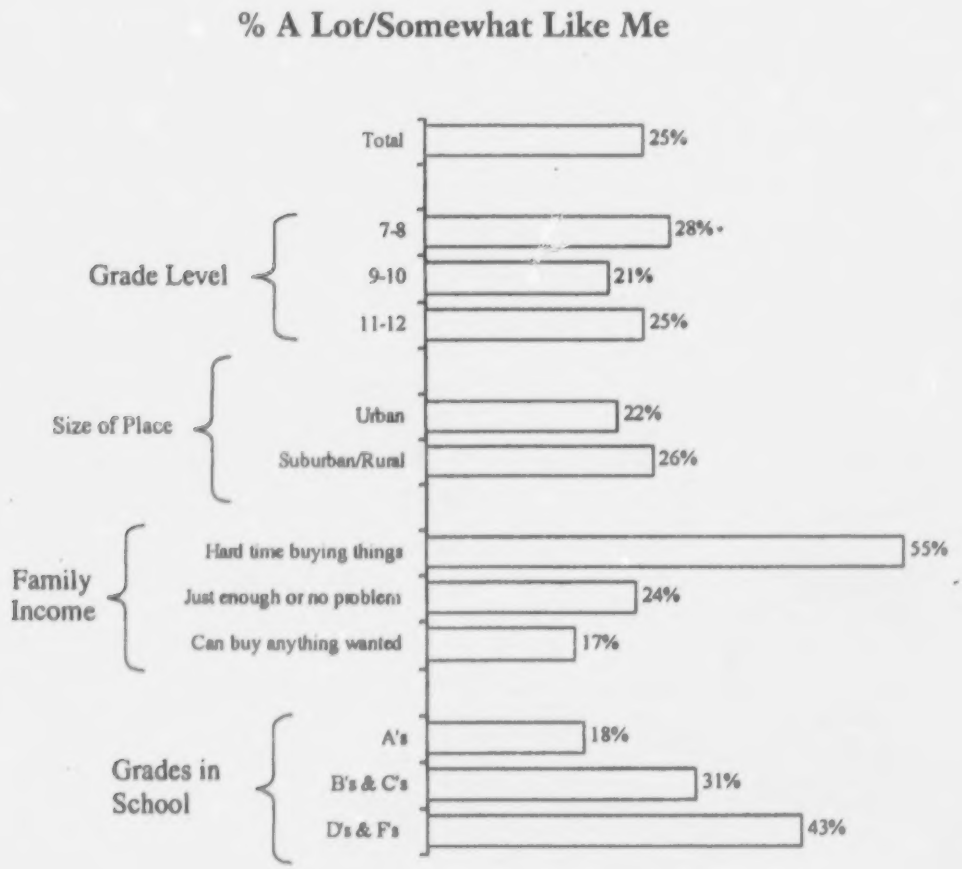


Exhibit 2.20
Obstacles to Teaching

Q601: Thinking about the obstacles you face in teaching, how much of a problem are the following for you — a big problem, somewhat of a problem or not a problem at all?
Base: All teachers

% Big Problem

		Grade Level		Size of Place		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	397	873	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%
Students with discipline problems	22	22	20	29	19	16	19	36	17	22	27
Students with problems such as hunger, poverty or troubled family lives	21	21	18	29	18	7	24	48	23	20	19
Not having enough time to get to know students as individuals	9	9	10	14	7	9	9	10	6	10	12
Lack of support from other teachers	3	3	4	5	2	3	2	6	2	3	5

Exhibit 2.21
Student Hunger and Poverty as Problem for Principals

Q551/3: Thinking about the obstacles you face as a school principal, how much of a problem are the following for you? Students with problems such as hunger, poverty, or troubled family lives.
Base: All principals

		Grade Level		Size of Place		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1004	547	383	242	761	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%	%	%
A big problem	27	26	27	39	24	6	31	56	29	24	25
Somewhat of a problem	61	62	61	55	63	72	62	39	59	64	62
Not a problem at all	12	12	12	7	14	21	6	4	12	12	12
Decline to answer	*	*	*	-	*	-	1	-	*	-	1

Exhibit 2.22
Students' Obstacles to Learning

Q501: Thinking about the things that get in the way of learning, how much of a problem are the following in your classes?
Base: All students

% Big Problem

		Family Income			Number of Teachers		Quality of Teaching		
	Total	Hard time buying things	Just enough or no problem	Can buy anything wanted	6 or fewer	9 or more	Low	Medium	High
Base:	2049	116	1625	300	634	459	186	1417	446
	%	%	%	%	%	%	%	%	%
Students who interrupt class with bad behavior	40	54	40	33	42	36	44	42	33
Teachers not knowing students as individuals	25	32	24	23	26	20	45	24	20
Classes with too many students	21	28	22	18	23	17	28	21	20

CHAPTER 3

EXPECTATIONS AND SUPPORT FOR STUDENTS

Overview

What role do teachers', parents' and their own expectations play in students' education? What types of expectations do teachers and principals have for their students, and do students have for themselves? How much support do students require to meet these expectations? Expectations can be expressed and perceived in many ways. Educators' and students' general views on learning can reveal such expectations, for example:

- Can all children learn?
- If teachers have high expectations, will students will rise to meet them? and
- If students don't have basic skills by junior high or middle school, will they ever be able to catch up?

Another way to measure teachers' expectations is to evaluate how many teachers have high expectations for all students and how many students will achieve their full academic potential for this school year.

Expectations can play a powerful role in the educational experience. This chapter examines several types of expectations that educators have for students and that students have for themselves.

Previous surveys in this series have indicated how teachers' expectations vary with experience. In the early 1990's, *The Metropolitan Life Survey of the American Teacher* examined the expectations of teachers at the beginning of their careers: before and after their first year of teaching, and after their second year. During this time period their expectations of their students and themselves decreased. Similar findings surfaced in this year's survey.

Do Teachers Have High Expectations For All Students?

IN THEIR OWN WORDS

". . .with the right teachers and proper motivation no standards are too high and no amount of expectations can ever be too high because if it's applied students can accomplish anything."

(12th grade boy)

~

"Students are highly underestimated as human beings. We are never given the benefit of the doubt or trusted, except for that ten percent that gets special treatment and attention. No one ever wants to know how you feel about school or any subject unless you are in that top ten percent . . ."

(12th grade boy)

~

"There's a lot expected of you, but not always people that can help you to meet their expectations..."

(10th grade girl)

~

"I have high expectations for my students. I enjoy helping and encouraging others."

(Teacher in suburban elementary school)

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Only one-quarter (25%) of secondary school students report that teachers in their school have high expectations for all students. Four in ten secondary school teachers themselves (39%) strongly agree that teachers in their school have high expectations for all students. Secondary school principals have the most positive view of the teachers in their school. Nearly six in ten (56%) principals believe that their teachers have high expectations for all students. (Exhibit 3.1)

Teachers' expectations appear to differ depending on the grade levels taught. Secondary school teachers are less likely than elementary school teachers to report that teachers in their school have high expectations for all students (39% vs. 53%). Principals reveal a similar pattern, with six in ten (56%) secondary school principals reporting this level of expectation, compared to seven in ten (72%) elementary school principals. (Exhibit 3.2)

School location and the proportion of minority students in the school also affect educators' views in this area. Teachers in urban schools are less likely than teachers in suburban or rural schools to strongly agree that teachers in their school have high expectations for all students (44% vs. 51%). Teachers whose schools have two-thirds or more minority students are less likely than those with one-third or fewer minority students to believe that teachers have high expectations for all (40% vs. 52%). Principals' views about teacher expectations also reflect these trends. (Exhibits 3.3 - 3.4)

Exhibit 3.1

Teachers' Expectations for Secondary School Students

Q311/1: Thinking about your school, how much do you agree or disagree with the following? Teachers in my school have high expectations for all students.
Base: Secondary school teachers/Secondary school principals

Q251/1: Thinking about your school, how much do you agree or disagree with the following? Teachers in my school have high expectations for all students.
Base: Secondary school students

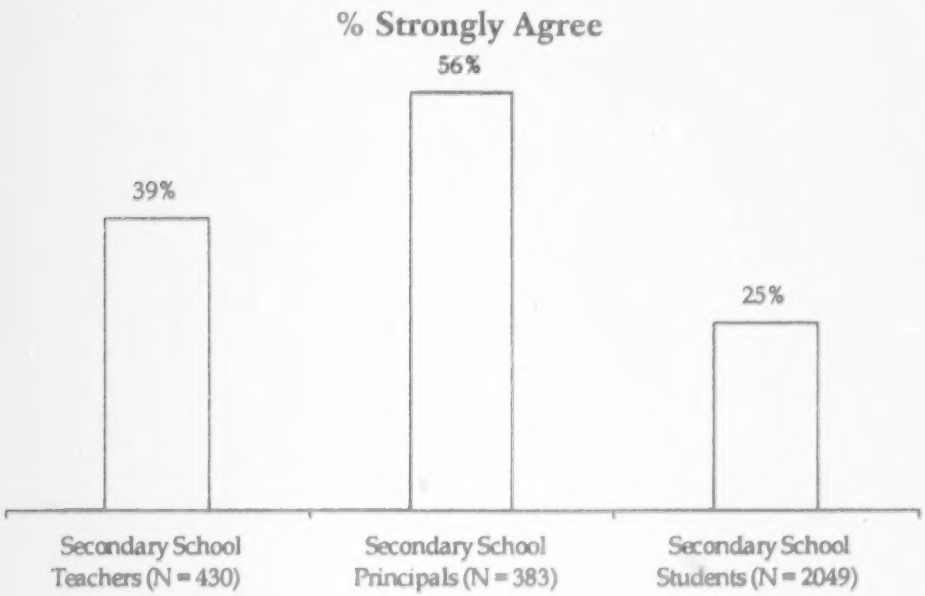


Exhibit 3.2
Educators' Views on Teachers' Expectations

Q311/1: Thinking about your school, how much do you agree or disagree with the following? Teachers in my school have high expectations for all students.
Base: All teachers/All principals

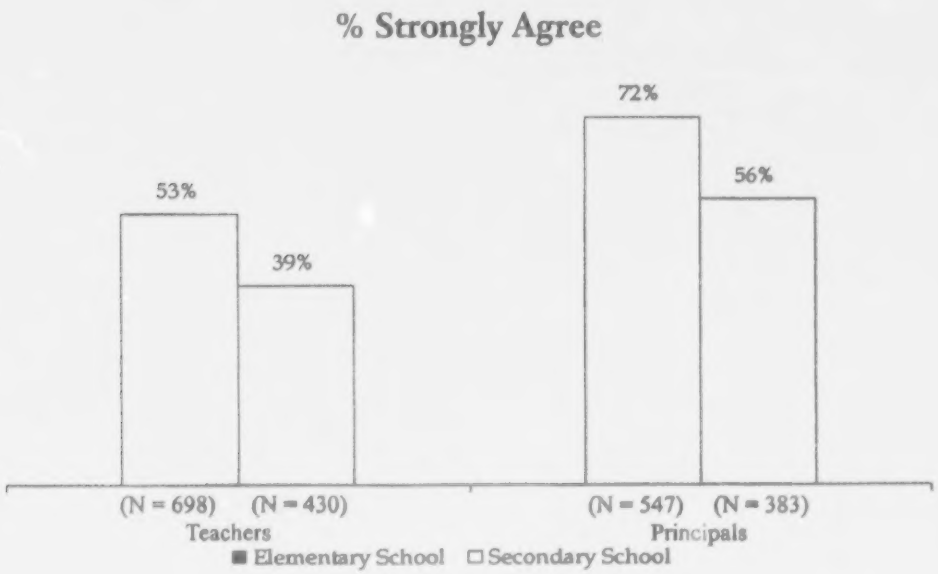


Exhibit 3.3
Teachers' Expectations for Students

Q311/1: Thinking about your school, how much do you agree or disagree with the following: Teachers in my school have high expectations for all students.
Base: All teachers

	Total	Size of Place: Urban	Size of Place: Sub-urban/ Rural	% Minority Students: 0%-33%	% Minority Students: 34%-66%	% Minority Students: 67%-100%	School Size: Less than 500	School Size: 500-999	School Size: 1000 or More
Base:	1273	397	873	600	274	321	352	538	348
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	89	82	92	93	89	80	88	92	86
Strongly agree	49	44	51	52	51	40	50	52	44
Somewhat agree	40	38	41	41	38	40	38	40	41
Somewhat/Strongly disagree (Net)	11	18	8	7	11	20	12	8	14
Somewhat disagree	8	12	6	5	8	14	9	6	10
Strongly disagree	3	6	2	1	3	6	3	2	4

Exhibit 3.4
Principals' Views on Teachers' Expectations

Q311/1: Thinking about your school, how much do you agree or disagree with the following: Teachers in my school have high expectations for all students.
Base: All principals

	Total	Size of Place: Urban	Size of Place: Sub-urban/ Rural	% Minority Students: 0%-33%	% Minority Students: 34%-66%	% Minority Students: 67%-100%	School Size: Less than 500	School Size: 500-999	School Size: 1000 or More
Base:	1004	242	761	635	168	194	560	337	103
Strongly/Somewhat agree (Net)	95	93	96	97	92	92	96	96	90
Strongly agree	65	60	66	70	62	53	67	65	55
Somewhat agree	30	33	29	27	30	39	29	30	35
Somewhat/Strongly disagree (Net)	5	7	4	3	8	8	4	4	10
Somewhat disagree	4	4	4	2	5	7	3	3	8
Strongly disagree	1	3	1	*	4	2	1	1	2

Will Students Respond to High Expectations? Can All Children Learn? Are There Limits to Learning Basic Skills?

IN THEIR OWN WORDS

"Teaching in public school is a challenge. You have to be dedicated to the belief that all students can learn..."

(Teacher in small town secondary school)

~

"I enjoy working with students of all levels and backgrounds . . . I have worked for many years with special children so do not believe that 'all children can learn,' at least not academics."

(Teacher in inner-city secondary school)

~

"A teacher who really wants to teach will attract students who really want to learn and this in turn will cause other students to become more interested in learning. Even the least motivated students can tell a teacher who really cares about them from one who is only waiting for payday and retirement."

(Principal of small town elementary and secondary school)

~

"Public school is not standard across the nation. Schools away from the city in a suburban area are better schools for your children. I came from an inner-city school to a quiet suburban school and the opportunities and second chances are given to all students, not just the overachievers . . ."

(11th grade girl)

The Metropolitan Life Survey of the American Teacher, 1992: The Second Year - New Teachers' Expectations and Ideals revealed that teachers' belief that all children can learn decreased significantly during the first two years of teaching. While 93% of teachers strongly agreed that all children can learn before they began teaching, only 86% held this belief at the end of their second year in the classroom.

The pattern that teachers' expectation that all children can learn decreases with years of experience holds true today. While nearly nine in ten teachers (86%) with five or fewer years of teaching experience strongly agree that all children can learn, seven in ten teachers (73%) with more than 25 years of experience hold this view. (Exhibit 3.5)

Today overall, eight in ten (80%) teachers believe all children can learn. This view is held by even more principals (89%). Elementary and secondary school teachers and principals are equally likely to believe this yet this level of agreement across grade levels does not extend to educators' belief that students will respond to teachers' high expectations. Two-thirds of teachers (66%) strongly agree that if teachers have high expectations, students will rise to meet them. Elementary school teachers are more likely than secondary school teachers to hold this view (71% vs. 60%). Three-quarters of principals overall (74%) believe that students will meet teachers' high expectations, with elementary school principals more likely than secondary school principals to share this sentiment (77% vs. 70%). (Exhibits 3.6 - 3.7)

Elementary school teachers and principals are also more likely to believe that learning basic skills must take place during the elementary school years. Sixteen percent of teachers overall believe that students who don't have basic skills by junior high or middle school will never be able to catch up; two in ten (18%) elementary school teachers hold this view compared to one in ten (10%) secondary school teachers. Twelve percent of principals overall believe that students who don't have basic skills

by junior high or middle school will never be able to catch up; one in six (16%) elementary school principals hold this view compared to five percent of secondary school principals. (Exhibits 3.6 - 3.7)

All Children Can Learn: A Closer Look

Strikingly, teachers' expectations that all children can learn does not differ by the proportion of low-income or minority students in their schools. Teachers whose schools have many low-income or minority students are equally likely as those with many such students to believe that all children can learn. (Exhibit 3.8)

As noted previously, teachers' extent of teaching experience does differentiate among one set of expectations. Teachers with more than 25 years of experience are less likely than new teachers (less than 6 years experience) to believe that all children can learn (73% vs. 86%). Principals' years of experience in education do not distinguish such views. (Exhibits 3.9 - 3.10)

Secondary school students' expectations appear to be more pessimistic than those of their teachers and principals. Two-thirds of students (64%) strongly agree that all children can learn, compared to 78% of teachers and 87% of principals in secondary schools. Even more strikingly, only two in ten students (19%) believe that if teachers have high expectations, students will rise to meet them, compared to 60% of teachers and 70% of principals in secondary schools. The students' perspective on the limits to learning basic skills are similar to those of their teachers. Thirteen percent of secondary school students believe that students who don't have basic skills by junior high or middle school will never be able to catch up. (Exhibit 3.11)

Exhibit 3.5

All Children Can Learn

Q401/1: How much do you agree or disagree with the following? All children can learn.
Base: All teachers

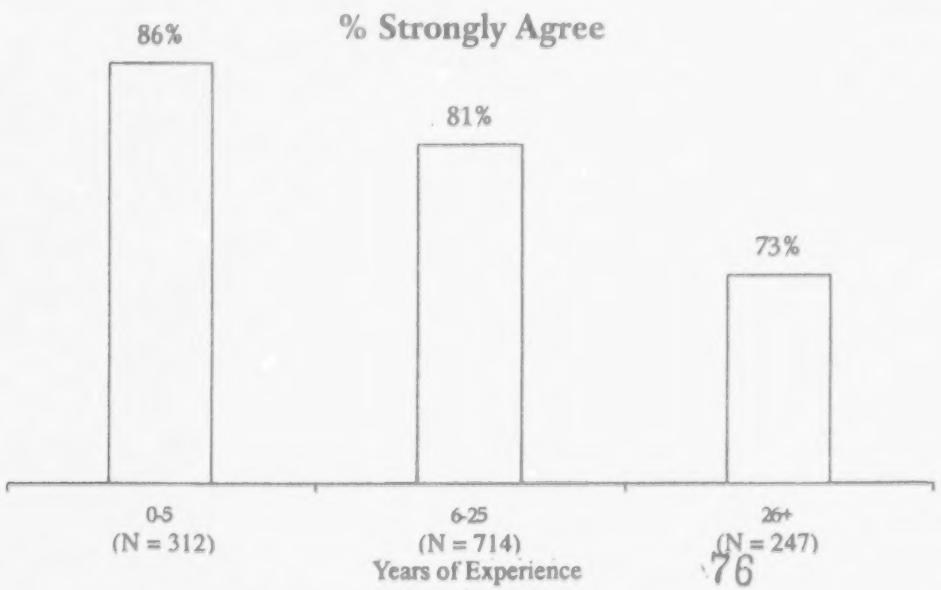


Exhibit 3.6
Teachers' Expectations

Q401/1,2,3: How much do you agree or disagree with the following?
Base: All teachers

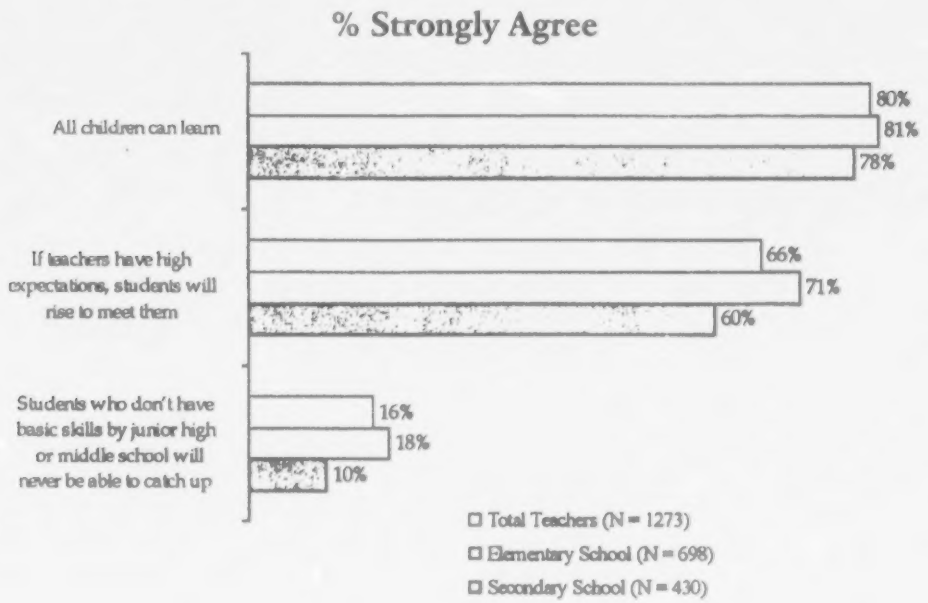


Exhibit 3.7
Principals' Expectations

Q401/1,2,3: How much do you agree or disagree with the following?
Base: All principals

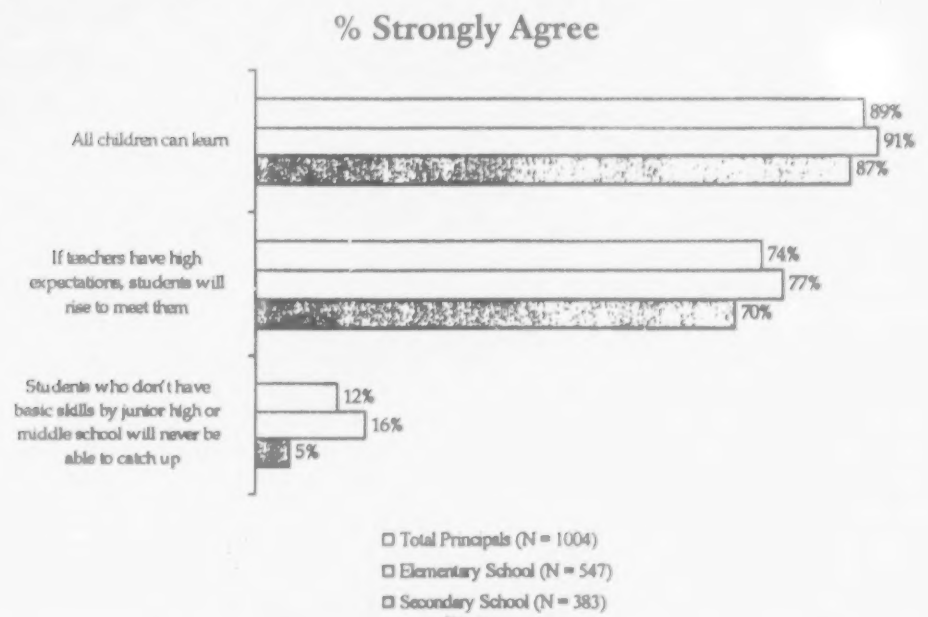


Exhibit 3.8
All Children Can Learn: Income and Race

Q401/1: How much do you agree or disagree with the following? All children can learn.
Base: All teachers

% Strongly Agree

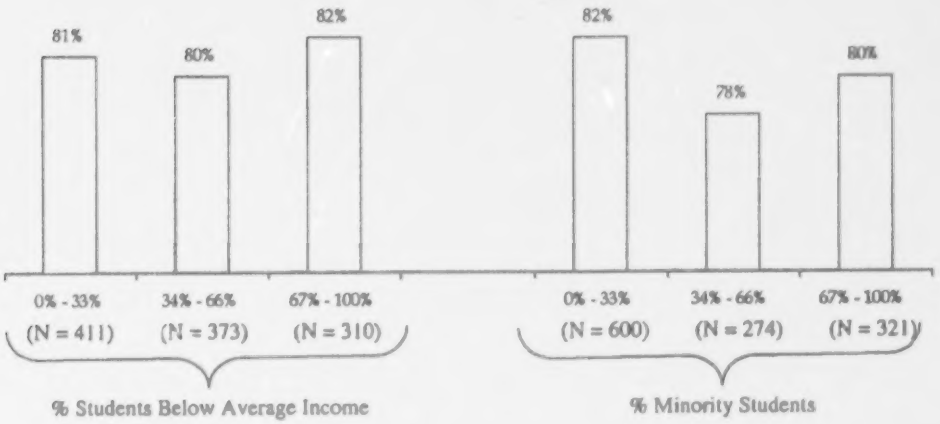


Exhibit 3.9
Teachers' Differing Expectations

Q401/1,2,3: How much do you agree or disagree with the following?
Base: All teachers

% Strongly Agree

		Gender		Years of Experience		
	Total	Male	Female	0 - 5	6 - 25	26+
Base:	1273	288	985	312	714	247
	%	%	%	%	%	%
All children can learn	80	78	81	86	81	73
If teachers have high expectations, students will rise to meet them	66	57	69	63	67	66
Students who don't have basic skills by junior high or middle school will never be able to catch up	16	11	17	13	16	18

Exhibit 3.10
Principals' Differing Expectations

Q401/1,2,3: How much do you agree or disagree with the following?
Base: All principals

% Strongly Agree

	Total	Gender		Years of Experience		
		Male	Female	0 - 5	6 - 25	26+
Base:	1004	636	368	51	383	570
	%	%	%	%	%	%
All children can learn	89	88	91	90	88	90
If teachers have high expectations, students will rise to meet them	74	71	80	65	78	72
Students who don't have basic skills by junior high or middle school will never be able to catch up	12	10	14	12	10	13

Exhibit 3.11
Students' Expectations

Q301: How much do you agree or disagree with the following?
Base: Secondary school students

Q401/1,2,3: How much do you agree or disagree with the following?
Base: Secondary school teachers/Secondary school principals

% Strongly Agree

	Secondary School Principals	Secondary School Teachers	Secondary School Students	Students' Gender		Students' Grade Level		
				Boy	Girl	7-8	9-10	11-12
Base:	383	430	2049	983	1066	589	886	574
	%	%	%	%	%	%	%	%
All children can learn	87	78	64	59	70	61	64	69
If teachers have high expectations, students will rise to meet them	70	60	19	18	20	21	17	19
Students who don't have basic skills by junior high or middle school will never be able to catch up	5	10	13	16	9	14	13	11

IN THEIR OWN WORDS

"You have to always look for the best in each child, they all have great potential to learn..."

(Teacher in suburban elementary school)

~

"...even though not all of us are the brightest or the quickest at everything, what matters is that all of us are good at one thing or another and that most of the teachers in America always try to reach out and embrace each specific thing that we are good at."

(7th grade girl)

What are educators' expectations regarding student potential and achievement? Seven in ten teachers (71%) report that all or most of the students will achieve their full academic potential for this school year. Elementary school teachers are more likely than secondary school teachers to report that this will occur for most or all of their students (79% vs. 59%), a trend reflected in principals' views as well (84% vs. 65%). Teachers in urban schools, large schools, or schools with high proportions of low-income or minority students are all less likely to report that all or most of their students will achieve their full academic potential: (Exhibits 3.12 - 3.14)

- Urban (63%) vs. suburban/rural (74%),
- 1000 or more students (61%) vs. less than 500 students (77%),
- More than two-thirds low-income students (57%) vs. one-third or less low-income students (79%),
- More than two-thirds minority students (59%) vs. one-third or less minority students (76%).

Students are less likely than educators to believe that they are being challenged to their potential. While six in ten secondary school teachers (59%) report that all or most of their students will achieve their full academic potential for this school year, fully two-thirds of students (65%) believe that they could have learned more at school this year. Lower income and higher-income students alike believe this to be the case. Students with poor grades in school are also more likely than those who get A's to say they could have learned more (84% vs. 55%). In addition, one-third of secondary school students (35%) report that their classes are too easy. Again, while grades in school does differentiate among students' reports in this area, their family income does not. (Exhibits 3.15 - 3.16)

DID YOU KNOW THAT . . . ? *The 65% of students who said they could have learned more this year represent about 13 million students.*

NCES, Digest of Education Statistics: 2000, Table 40, figure for total number of students

Exhibit 3.12
Teachers' Views on Students' Potential

Q411/4: How many of your students will achieve their full academic potential for this school year?
Base: All teachers

		Grade Level		Size of Place		Students Below % Average Income			School Size		
	Total	Elementary	Secondary	Urban	Sub-urban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	397	873	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%
All/Most (Net)	71	79	59	63	74	79	67	57	77	72	61
All	4	4	4	4	4	6	2	4	2	5	3
Most	67	75	56	59	70	73	65	53	75	67	57
Some	23	17	31	27	21	17	26	32	18	22	30
Very few/None at all (Net)	6	4	10	9	5	3	7	11	5	6	9
Very few	6	4	9	9	4	3	6	11	5	5	8
None at all	*	*	1	*	*	*	*	*	*	1	*

Exhibit 3.13
Academic Potential by Proportion of Minority Students

Q411/4: How many of your students will achieve their full academic potential for this school year?
Base: All teachers

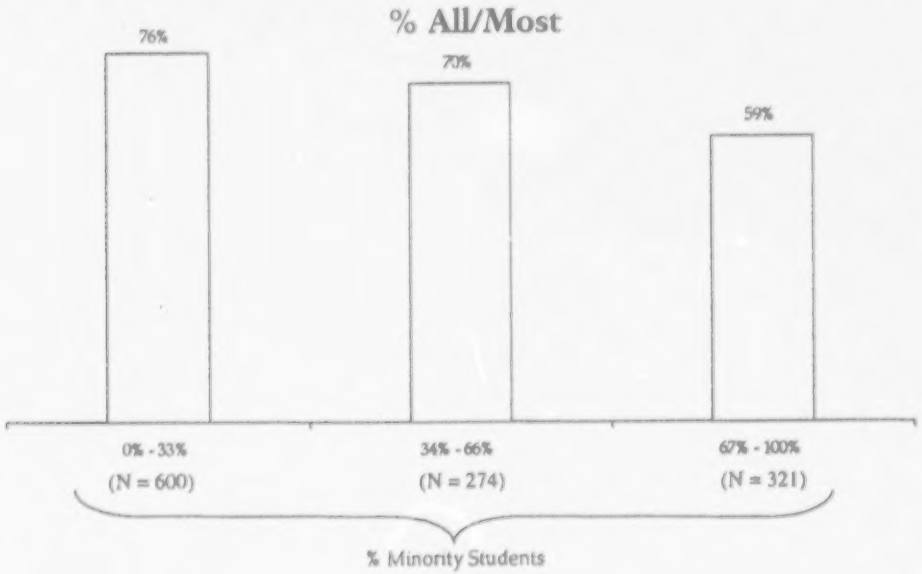


Exhibit 3.14
Principals' Views on Students' Potential

Q411/4: How many of your students will achieve their full academic potential for this school year?
Base: All principals

	Total	Grade Level: Elementary	Grade Level: Secondary	Size of Place: Urban	Size of Place: Suburban/ Rural	Students Below % Average Income: 0%-33%	Students Below % Average Income: 34%-66%	Students Below % Average Income: 67%-100%	School Size: Less than 500	School Size: 500-999	School Size: 1000 or more
Base:	1004	547	383	242	761	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%	%	%
All/Most (Net)	75	84	65	69	77	87	73	61	76	77	69
All	3	3	2	1	3	4	2	2	3	2	2
Most	73	80	63	67	74	83	71	59	72	75	67
Some	22	15	32	29	20	12	25	33	22	21	28
Very few/None at all (Net)	2	1	3	2	2	1	1	6	3	2	2
Very few	2	1	3	2	2	1	1	5	2	2	2
None at all	*	-	1	-	*	1	-	*	*	*	-

Exhibit 3.15
Learning More at School

Q311/5: How well does each of the following statements describe you? I could have learned more at school this year.
Base: All students

	Total	Gender: Boy	Gender: Girl	Family Income: Hard time buying things	Family Income: Just enough or no problem	Family Income: Can buy anything wanted	Grades in School: A's	Grades in School: B's & C's	Grades in School: D's & F's
Base:	2049	983	1066	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%
A lot/Somewhat like me (Net)	65	66	65	66	66	64	55	78	84
A lot like me	32	32	32	42	31	35	22	41	60
Somewhat like me	33	34	33	23	35	29	33	36	23
Not much/Not at all like me (Net)	34	34	35	34	34	36	45	22	16
Not much like me	24	24	24	26	24	20	30	18	9
Not at all like me	11	10	12	9	10	16	15	4	7
No answer	*	*	-	-	*	-	-	*	-

Exhibit 3.16
Easy Classes

Q321/4: Thinking about a typical school day, how much do you agree or disagree with the following statement? My classes are too easy.
Base: All students

		Gender		Family Income			Grades in School		
	Total	Boy	Girl	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	983	1066	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	35	37	33	36	35	36	40	26	27
Strongly agree	9	12	7	12	9	10	11	6	11
Somewhat agree	25	25	26	23	25	26	30	20	16
Somewhat/Strongly disagree (Net)	65	63	67	64	65	64	59	73	73
Somewhat disagree	42	40	44	31	44	39	42	44	37
Strongly disagree	23	23	23	34	22	25	17	29	36
No answer	*	1	-	-	*	-	*	*	-

How Do Students Perceive Teacher Expectations?

IN THEIR OWN WORDS

"...some schools are really bad about certain things. Some public schools are quite nice. It really depends on the faculty and how they believe we can achieve."
(8th grade boy)

As the previous section demonstrates, understanding teacher expectations from their own perspective is important. Equally as important is understanding how students perceive these expectations.

- Do students report that their teachers encourage them to do their best?
- Do students believe that their teachers expect excellent work from them?
- Are teachers' expectations higher or lower than students' own expectations for themselves?

Four in ten secondary school students (42%) report that teachers encourage them very much to do their best. Both good and poor students are equally likely to report this. However, students whose families have a hard time buying things are less likely than those whose families can buy anything to report that their teachers encourage them very much to do their best (30% vs. 47%). (Exhibit 3.17)

One-third of students (35%) report that their **teachers** expect their schoolwork to be excellent. In comparison, six in ten students (59%) report that their **parents** expect their schoolwork to be excellent. (Exhibits 3.18 - 3.19)

Low-income students do not differ from high-income students in their reports of teachers' expectations. However, higher-income students are more likely than lower-income students to report that their parents expect excellent work from them (65% vs. 49%). (Exhibits 3.18 - 3.19)

Good students are more likely than poor students to report that their teachers expect excellent work (42% vs. 24%), and that their parents expect excellent work (66% vs. 44%). (Exhibits 3.18 - 3.19)

Of note, black students report higher teacher and parental expectations. Black students are more likely than white students to report that teachers expect their work to be excellent (42% vs. 33%), and that their parents expect their work to be excellent (70% vs. 58%). These differences do not exist between non-minority and minority students overall. (Exhibits 3.20 - 3.21)

Exhibit 3.17
Whether Students are Encouraged to Do Their Best

Q260: Overall, how much do teachers encourage you to do your best?
Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
Very much/Somewhat (Net)	85	90	82	81	82	84	86	89	80	73
Very much	42	50	40	36	30	42	47	45	38	41
Somewhat	42	40	42	46	53	42	39	45	41	32
Not very much/Not at all (Net)	15	9	18	18	18	15	13	10	19	24
Not very much	12	7	14	16	14	13	11	9	17	21
Not at all	2	2	3	2	4	2	2	2	3	3
Not sure	1	1	1	*	-	1	*	*	1	3

Exhibit 3.18
Teachers' Expectations of Schoolwork

Q410: How good or bad do your teachers expect your school work to be? Do your teachers expect your school work to be — excellent, good, just OK, or poor?
Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
Excellent	35	36	36	34	37	34	41	42	28	24
Good	47	45	46	51	34	49	44	46	51	40
Just OK	9	10	8	9	18	9	8	6	11	17
Poor	1	1	*	1	2	1	-	*	1	2
I don't know what my teachers expect	8	7	10	5	9	8	7	5	10	15
No answer	*	1	1	-	-	1	-	1	-	1

Exhibit 3.19
Parents Rate Schoolwork

Q420: How good or bad do your parents expect your school work to be? Do your parents expect your school work to be — excellent, good, just OK, or poor?
Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
Excellent	59	57	60	59	49	58	65	66	52	44
Good	32	34	31	32	29	34	27	28	39	36
Just OK	4	4	5	3	10	4	2	2	5	8
Poor	*	*	*	1	2	*	*	*	*	3
I don't know what my parents expect	4	4	2	5	9	3	6	4	3	7
No answer	1	1	1	-	-	1	-	1	-	1

Exhibit 3.20
Students' Perception of Teachers' Expectations by Race

Q410: How good or bad to your teachers expect your school work to be? Do your teachers expect your school work to be — excellent, good, just OK, or poor?
Base: All students

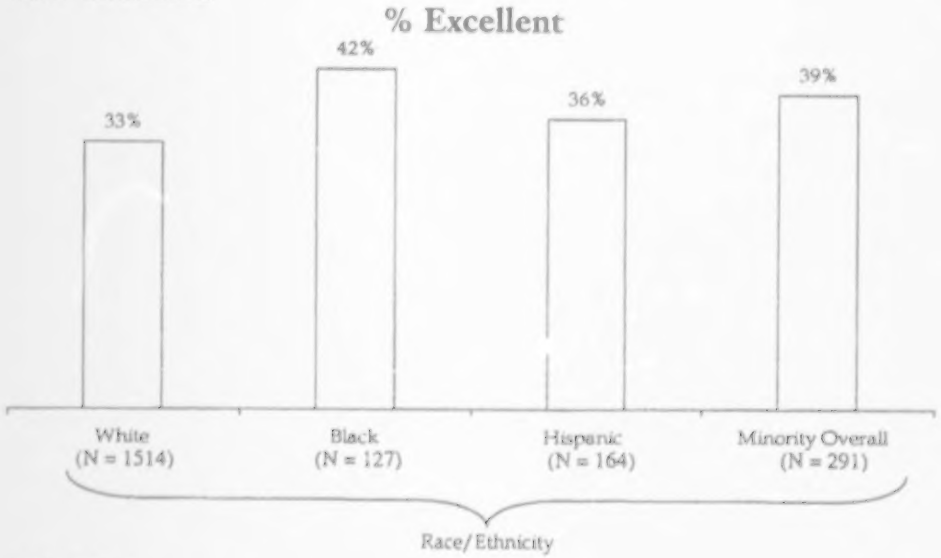
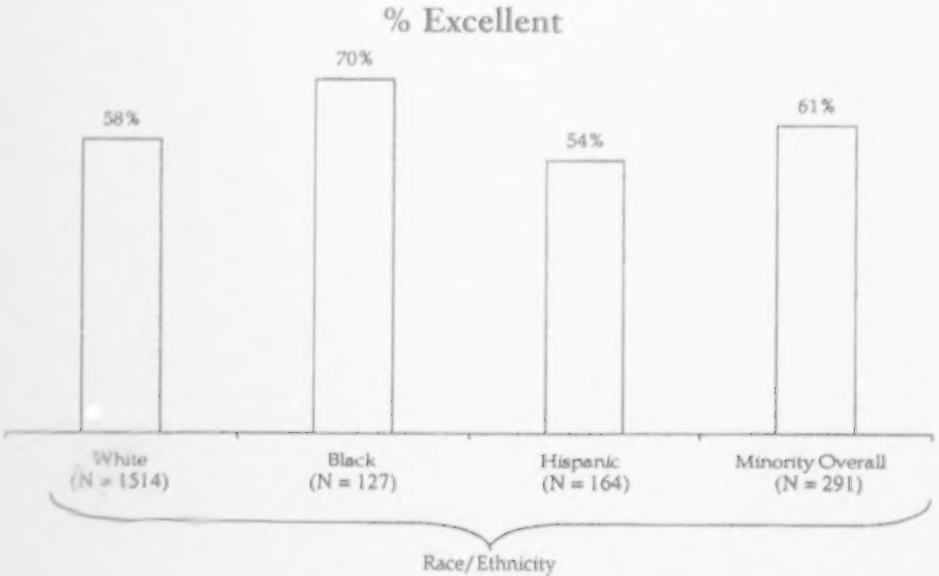


Exhibit 3.21
Students' Perception of Parents' Expectations by Race

Q420: How good or bad to your parents expect your school work to be? Do your parents expect your school work to be — excellent, good, just OK, or poor?
Base: All students



How do students' perceptions of their teachers' expectations compare to what the students themselves think they can achieve? Four in ten students (41%) believe that their teachers' expectations for them are higher than what they think they can accomplish. Lower-income students are more likely to agree with this view than higher-income students (54% vs. 42%) and poor students are more likely than excellent students to agree with this view (62% vs. 31%). (Exhibit 3.22)

These findings do not mean that students do not have high expectations. Seven in ten students (69%) strongly agree that they have high expectations for their future. But these expectations can differ by family, school environment and race:

- Students whose families have a hard time buying things are less likely that those whose families can buy anything to have high expectations (59% vs. 78%).
- Students who report low-quality teaching ("D" or "F" overall) are less likely than those with high-quality teaching ("A" overall) to strongly agree that they have high expectations for their future (51% vs. 78%).
- Black students are more likely than white or Hispanic students to have high expectations for their future (81% vs. 69% vs. 68%). (Exhibits 3.23-3.24)

OBSERVATION: *This third finding echoes results from last year's Survey.* The Metropolitan Life Survey of the American Teacher 2000: Are we Preparing students for the 21st Century? *found that minority students were more confident than non-minority students that they will achieve their goals for the future. Further explorations revealed that this difference was mostly accounted for by the greater confidence of black students.*

Exhibit 3.22

Teachers' Expectations of Students

Q430: Which of the following statements best describe your teachers' expectations for you as a student?

Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
My teachers' expectations for me are higher than what I think I can do	41	45	43	34	54	40	42	31	52	62
My teachers' expectations for me are the same as my expectations	41	38	38	47	22	42	39	49	31	23
My teachers' expectations for me are lower than what I think I can do	17	16	18	18	24	17	17	19	16	13
No answer	1	1	1	1	-	1	1	1	1	2

Exhibit 3.23
Students' Expectations for Their Future

Q220: How much do you agree or disagree with the following statement? I have high expectations for my future.
Base: All students

		Gender		Family Income			Quality of Teaching		
	Total	Boy	Girl	Hard time buying things	Just enough or no problem	Can buy anything wanted	Low	Medium	High
Base:	2049	983	1066	116	1625	300	186	1417	446
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	96	95	97	86	96	99	83	97	98
Strongly agree	69	67	72	59	69	78	51	69	78
Somewhat agree	26	28	25	26	27	20	32	28	20
Somewhat/Strongly disagree (Net)	4	5	3	14	4	1	16	3	2
Somewhat disagree	3	3	3	10	3	1	8	3	1
Strongly disagree	1	2	1	5	1	*	7	1	*
No answer	*	*	-	-	*	-	2	-	-

Exhibit 3.24
Students' Expectations by Race

Q220: How much do you agree or disagree with the following statement? I have high expectations for my future.
Base: All students

IN THEIR OWN WORDS

". . . The public education system is a success when the following equation is followed: Teachers give their all to teaching, students give their all to learning and parents give their all when it comes to support and interest in what their students are doing within the school."

(11th grade boy)

"People in our society today should know that several teachers in our world today stay after school long hours to help the kids that have been having trouble."

(7th grade girl)

Students' having high expectations for themselves is one part of the picture; their receiving the support they need to reach those high expectations is another. How many students need extra help with school work? Four in ten secondary school students (37%) report that they often need extra help with school work. Low-income students are more likely than those whose families can buy anything to report often needing extra help (55% vs. 32%), as are poorer students compared to excellent students (64% vs. 24%). (Exhibit 3.25)

One-quarter of teachers and principals report that all or most of their students need extra help with school work (teachers, 27%; principals, 23%). Grade level does not distinguish educators' assessment. However, educators in urban schools and in schools with large proportions of low-income students are most likely to report that all or most of their students need extra help with school work:

- Teachers
  - Urban (38%) vs. suburban/rural (23%),
  - At least two-thirds low-income students (49%) vs. one-third or less low-income students (16%).
- Principals
  - Urban (38%) vs. suburban/rural (18%),
  - At least two-thirds low-income students (48%) vs. one-third or less low-income students (7%).

(Exhibits 3.26-3.27)

Exhibit 3.25
Need for Extra Help with School Work

Q311/3: How well does each of the following statements describe you? I often need extra help with school work.
Base: All students

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & E's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
A lot/Somewhat like me (Net)	37	41	36	32	55	36	32	24	50	64
A lot like me	12	14	13	8	31	11	8	6	16	38
Somewhat like me	25	27	23	23	24	25	24	19	34	26
Not much/Not at all like me (Net)	63	58	64	68	45	64	68	75	49	36
Not much like me	34	30	37	35	19	36	30	37	33	19
Not at all like me	29	28	27	33	26	28	38	38	17	17
No answer	*	1	*	-	-	*	-	*	*	-

Exhibit 3.26
Teachers' Views on Students' Need for Extra Help

Q411/3: How many of your students need extra help with school work?
Base: All teachers

		Grade Level		Size of Place		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	397	873	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%
All/Most (Net)	27	26	27	38	23	16	28	49	25	26	31
All	6	6	4	10	5	4	5	13	6	5	8
Most	21	20	23	28	19	12	23	36	18	21	23
Some	62	60	66	57	65	70	68	43	64	62	62
Very few/None at all (Net)	10	13	6	5	12	14	4	8	11	12	6
Very few	10	13	6	5	12	14	4	8	11	11	6
None at all	*	-	1	-	*	-	-	-	-	*	-
Not sure	*	*	-	*	*	*	-	*	*	*	-

Exhibit 3.27

Principals' Views on Students' Need for Extra Help

Q411/3: How many of your students need extra help with school work?

Base: All principals

		Grade Level		Size of Place		% Students Below Average Income			School Size		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1004	547	383	242	761	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%	%	%
All/Most (Net)	23	20	25	38	18	7	25	48	24	19	26
All	3	2	4	6	3	1	2	9	5	1	2
Most	19	18	21	32	15	6	22	39	19	18	24
Some	70	71	69	60	73	80	71	49	70	71	67
Very few/None at all (Net)	7	8	5	2	9	13	4	3	6	9	6
Very few	7	8	5	2	9	13	4	3	6	9	6
None at all	-	-	-	-	-	-	-	-	-	-	-
Not sure	*	*	-	-	*	*	-	-	*	-	-
Decline to answer	*	*	*	*	*	*	*	-	*	-	1

CHAPTER 4

STUDENTS' ATTITUDES AND APPROACHES TO LEARNING

Overview

What are students' views on school and learning? To what extent do students hold attitudes such as:

- Caring about learning and getting a good education,
- Liking school,
- Enjoying classes, and
- Wanting to learn?

The following chapter explores students' attitudes about learning and teachers' and principals' understanding of these attitudes.

Do Students Value Learning and Education?

IN THEIR OWN WORDS

"Kids do not have a thirst for knowledge and do not think that education is important. They are more concerned with socializing and extracurricular activities."

(11th grade boy)

"Public schools are full of dedicated, intelligent teachers and students who want to get the most of their education."

(Teacher in urban secondary school)

"I like seeing the 'light bulb' turn on over a peer's head when a teacher teaches them something new. I also like seeing the smile from a student that says, thank you for teaching me something new every day and improving my education. After all, everyone can only know how to do their job correctly with a teacher."

(8th grade girl)

One-quarter of teachers (23%) strongly agree that learning and education is valued by the students in their school. Principals are nearly twice as likely (44%) to strongly agree with this statement. School level and proportion of low-income and minority students distinguish these views. (Exhibits 4.1 - 4.4)

- Elementary school educators are more likely than those in secondary school to believe that their students value learning and education (teachers, 27% vs. 15%; principals, 53% vs. 34%).
- Educators in schools with at least two-thirds low-income students are less likely than those in schools with few low-income students to report that learning and education is valued by their students (teachers, 11% vs. 34%; principals, 32% vs. 57%).
- Educators in schools with at least two-thirds minority students are less likely than those in schools with few minority students to report that learning and education is valued by students (teachers, 14% vs. 26%; principals, 38% vs. 47%).

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Exhibit 4.1
Educators Views on Students' Value of Education

Q311/2: Thinking about your school, how much do you agree or disagree with the following? Learning and education is valued by the students in my school.
Base: All teachers/All principals

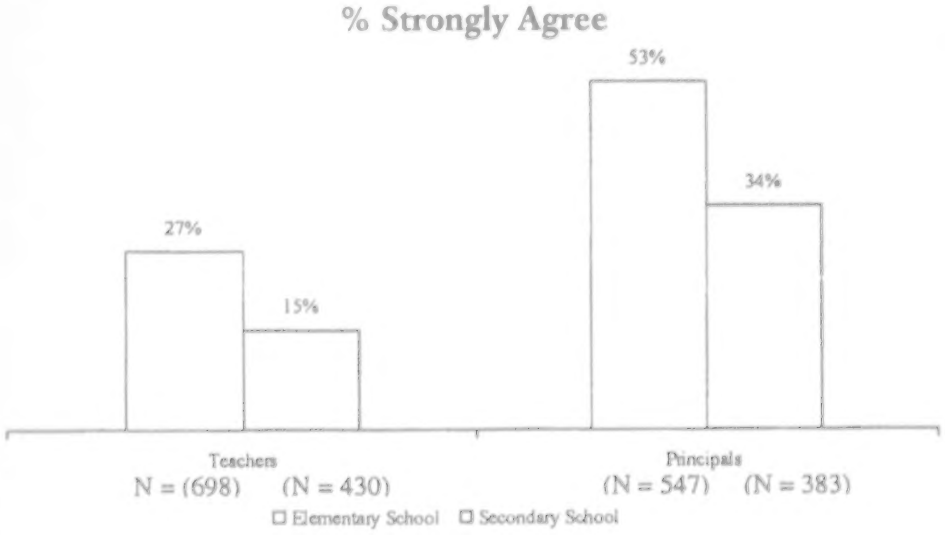
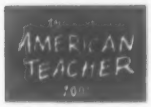


Exhibit 4.2
Whether Teachers Think Students Value Education

Q311/2: Thinking about your school, how much do you agree or disagree with the following? Learning and education is valued by the students in my school.
Base: All teachers

		Size of Place		Students Below % Average Income			School Size		
	Total	Urban	Sub-urban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1273	397	873	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	78	71	81	88	76	64	78	78	79
Strongly agree	23	19	24	34	16	11	19	27	19
Somewhat agree	56	52	57	54	60	53	59	51	60
Somewhat/Strongly disagree (Net)	22	29	19	12	24	36	22	22	21
Somewhat disagree	16	19	15	8	20	24	15	18	15
Strongly disagree	5	11	4	3	4	12	7	4	6

Exhibit 4.3
Whether Principals Think Students Value Education

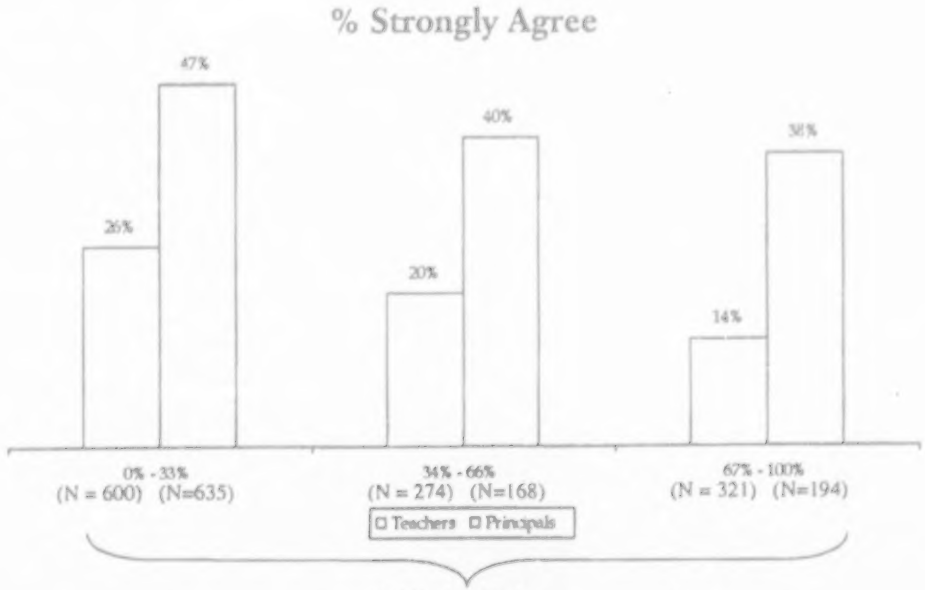


Q311/2: Thinking about your school, how much do you agree or disagree with the following? Learning and education is valued by the students in my school.
Base: All principals

		Size of Place		Students Below % Average Income			School Size		
	Total	Urban	Sub-urban/ Rural	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or More
Base:	1004	242	761	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	91	85	93	97	91	82	91	93	83
Strongly agree	44	39	46	57	36	32	43	49	40
Somewhat agree	47	46	47	40	54	49	49	45	43
Somewhat/Strongly disagree (Net)	9	15	7	3	9	18	9	7	17
Somewhat disagree	7	12	6	3	8	14	8	5	14
Strongly disagree	1	4	1	-	1	4	1	1	3
Not sure	*	-	*	*	*	-	*	-	1
Decline to answer	-	-	-	-	-	-	-	-	-

Exhibit 4.4
Proportion of Minority Students and Value of Education

Q311/2: Thinking about your school, how much do you agree or disagree with the following? Learning and education is valued by the students in my school.
Base: All teachers/All principals



What do students have to say on this matter? Only seven percent of secondary school students strongly agree that students in their school care about learning and getting a good education. Their views are similar to teachers' perspectives (15%), but principals' views of their secondary school students are much more optimistic (34%). (Exhibit 4.5)

High-income students are twice as likely as low-income students to strongly or somewhat agree that their fellow students care about learning and getting a good education (61% vs. 33%). Minority and non-minority students are equally likely to report that students in that school care about learning.

Of particular note, the quality of teaching experienced by students is also related to their views on this issue. While only one-quarter of students (23%) who rate their quality of teaching as low ("D" or "F" overall) agree that learning is valued by students at their school, fully seven in ten (70%) students who rate their quality of teaching as high ("A") report that students in their school care about learning and getting a good education. (Exhibit 4.6-4.7)

Exhibit 4.5
Value of Education on Secondary School

Q311/2: Thinking about your school, how much do you agree or disagree with the following? Learning and education is valued by the students in my school.
Base: Secondary school teachers/Secondary school principals

Q251/2: Thinking about your school, how much do you agree or disagree with the following? Students in my school care about learning and getting a good education.
Base: Secondary school students

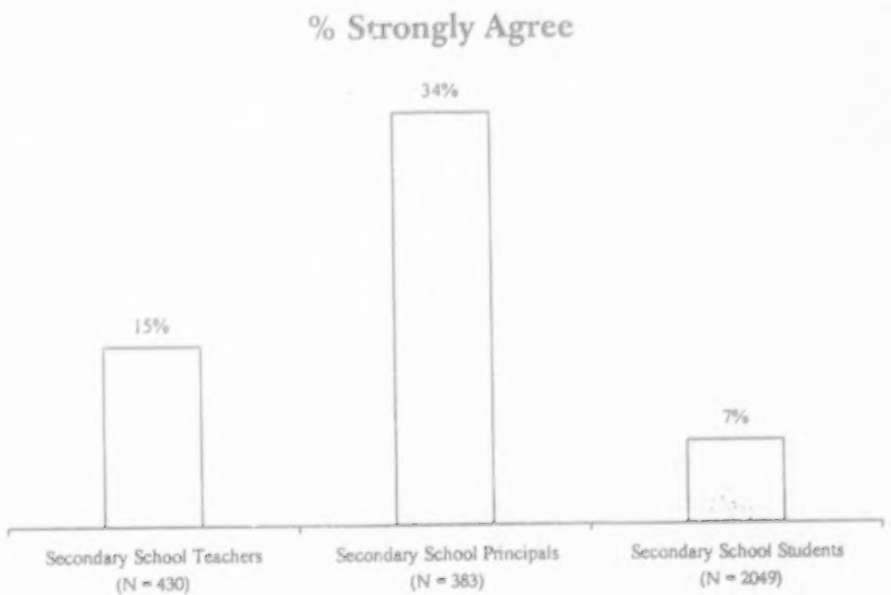


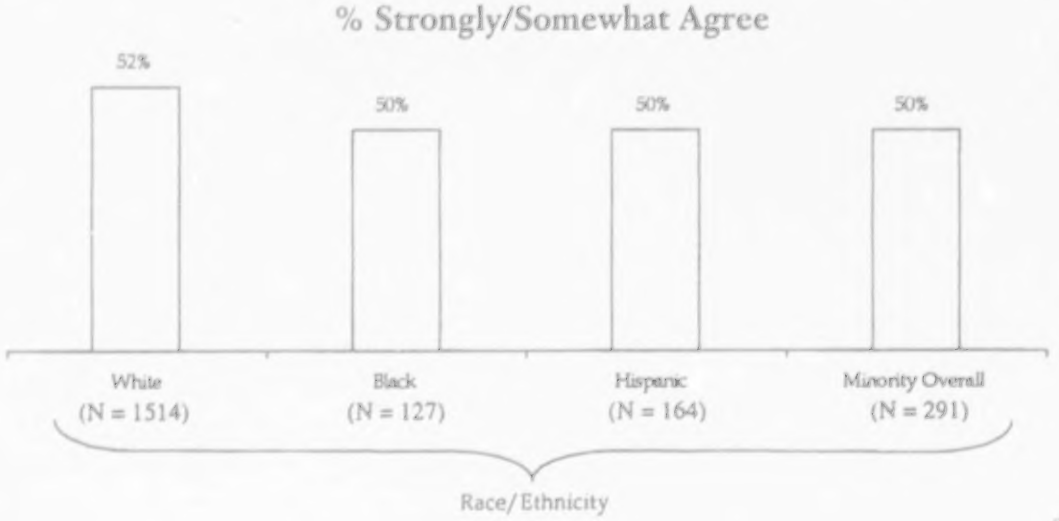
Exhibit 4.6
Students' Value of Education

Q251/2: Thinking about your school, how much do you agree or disagree with the following? Students in my school care about learning and getting a good education.
Base: All students

		Size of Place		Family Income			Quality of Teaching		
	Total	Urban	Sub-urban/ Rural	Hard time buying things	Just enough or no problem	Can buy anything wanted	Low	Medium	High
Base:	2049	507	1542	116	1625	300	186	1417	446
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	52	46	54	33	52	61	23	49	70
Strongly agree	7	7	6	4	7	5	1	5	14
Somewhat agree	45	39	48	29	44	56	23	44	56
Somewhat/Strongly disagree (Net)	48	54	45	67	48	39	77	51	30
Somewhat disagree	37	41	35	41	38	28	46	40	25
Strongly disagree	11	14	10	25	11	11	31	11	5
No answer	*	-	*	-	*	-	-	*	-

Exhibit 4.7
Students' Value of Education by Race

Q251/2: Thinking about your school, how much do you agree or disagree with the following? Students in my school care about learning and getting a good education.
Base: All students



Do Students Like School and Enjoy Their Classes?

IN THEIR OWN WORDS

"I like the learning experience. I would enjoy giving that gift to kids..."
(9th grade boy)

~

"School is something that few teens enjoy, but most of us know that we need to go, that it IS worth all the time, effort, and trouble..."
(10th grade boy)

Six in ten secondary school students (61%) report that they like their classes. This level is similar to findings from 1997. As in 1997, girls today are more likely than boys to report that they like school (65% vs. 58%). In addition, higher-income students are more likely than lower-income students to like school (65% vs. 56%), and excellent students are more likely than poor students to like school (71% vs. 36%). As in valuing learning, liking school is also related to the quality of teaching. Students whose schools have high-quality teaching ("A" overall) are more likely than those with low-quality teaching ("D" or "F" overall) to report that they like school (78% vs. 37%). (Exhibits 4.8 - 4.9)

One-quarter of secondary school students (26%) strongly agree that they enjoy their classes. As with liking school, higher-income students and those with better grades are more likely to report that they enjoy their classes, although boys and girls do not differ in this regard. Quality of teaching again distinguishes students' experiences. Students who report having high-quality teaching are **thirteen times** as likely as those with low-quality teaching to strongly agree that they enjoy their classes (54% vs. 4%). (Exhibits 4.10 - 4.11)

Exhibit 4.8
Liking School - 1997 and 2001

Q200: Do you like school, or not?
Base: All students

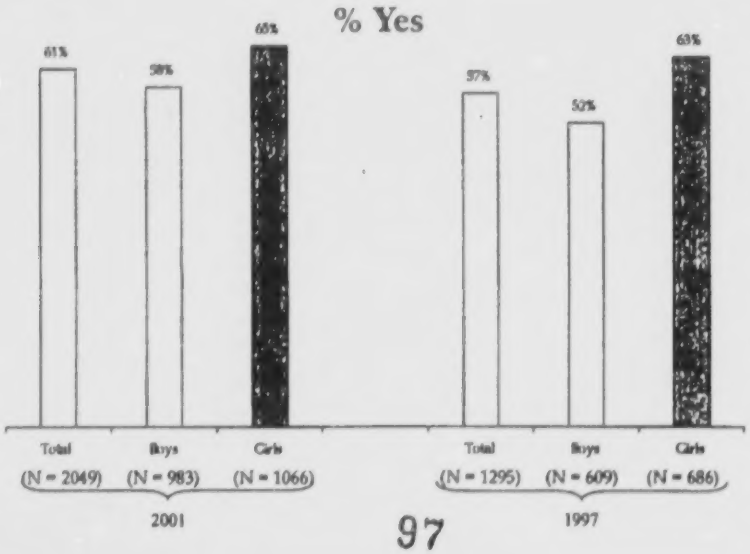


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Exhibit 4.9
Liking School

Q200: Do you like school, or not?
Base: All students

		Family Income			Grades in School			Quality of Teaching		
	Total	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's	Low	Medium	High
Base:	2049	116	1625	300	1287	617	127	186	1417	446
	%	%	%	%	%	%	%	%	%	%
Yes, I like school	61	56	61	65	71	53	36	37	58	78
No, I do not like school	38	44	38	35	29	47	61	60	41	22
No answer	1	-	1	1	1	*	3	3	1	*

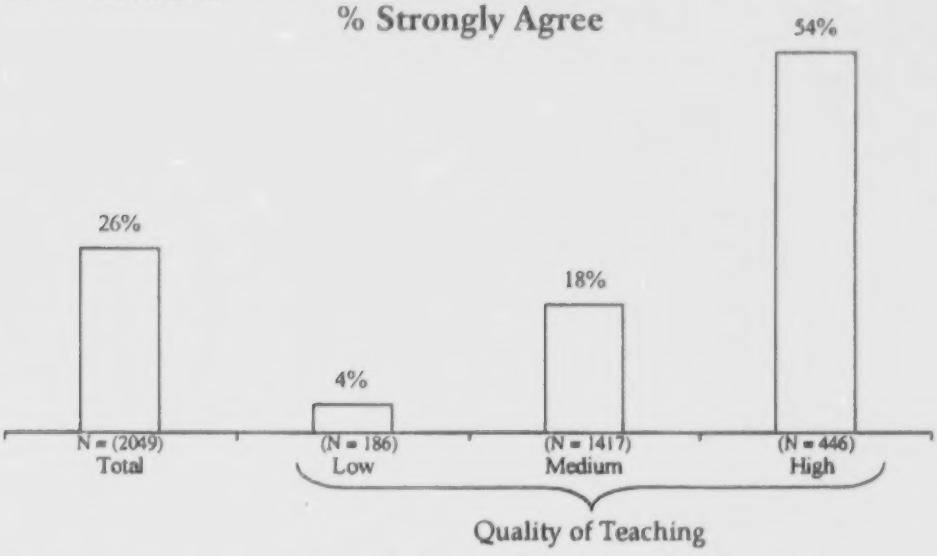
Exhibit 4.10
Enjoying Classes

Q321/3: Thinking about a typical school day, how much do you agree or disagree with the following statement? I enjoy my classes.
Base: All students

		Gender		Family Income			Grades in School		
	Total	Boy	Girl	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	983	1066	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	73	72	74	68	72	79	78	69	57
Strongly agree	26	26	26	24	25	33	28	23	17
Somewhat agree	47	46	49	44	47	46	49	45	40
Somewhat/Strongly disagree (Net)	26	27	26	32	27	21	21	31	41
Somewhat disagree	18	18	19	17	19	14	17	20	26
Strongly disagree	8	9	7	14	8	7	5	11	15
No answer	1	1	*	-	1	1	1	*	2

Exhibit 4.11
Enjoys Classes and Quality of Teaching

Q321/3: Thinking about a typical school day, how much do you agree or disagree with the following statement? I enjoy my classes.
Base: All students



Do Students Want to Learn and Participate in Class?

Half of secondary school students (53%) say that the statement, "I really want to learn," is a lot like them. Girls are more likely than boys to say that this describes them a lot (57% vs. 50%), and excellent students are more likely than poor students to say that they really want to learn (62% vs. 31%). However, lower-income and higher-income students are equally likely to say that they really want to learn. And again, teaching quality is related to students' attitudes about learning. Students who have high-quality teaching are much more likely than those with low-quality teaching to say that they really want to learn (70% vs. 35%). (Exhibits 4.12 - 4.13)

Another measurement of students' interest in school is their participation in class. Half of secondary school students (48%) report that they participate in class very often, with girls and boys equally likely to report this. This represents a change from 1997, when only four in ten (41%) of students said they very often participated in class and boys were more likely than girls to report doing so (44% vs. 38%). (Exhibit 4.14)

In contrast to students' desire to learn, which does not differ by economic background, students whose families have a hard time buying things are less likely than those whose families can buy anything to participate in class very often (45% vs. 58%). Excellent students are more likely than poor students to report that they very often participate (56% vs. 29%). Quality of teaching is also related to this manifestation of student interest in learning. Students who rate the quality of teaching they receive as high are more likely than those who rate the quality of teaching they receive as low to very often participate in class (60% vs. 33%). (Exhibit 4.15)

Exhibit 4.12
Wanting to Learn

Q311/1: How well does each of the following statements describe you? I really want to learn.
Base: All students

		Gender		Family Income			Grades in School		
	Total	Boy	Girl	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	983	1066	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%
A lot/Somewhat like me (Net)	94	93	95	89	94	95	98	92	79
A lot like me	53	50	57	61	52	60	62	45	31
Somewhat like me	41	43	39	27	43	36	36	47	48
Not much/Not at all like me (Net)	6	6	5	11	5	5	2	7	21
Not much like me	5	5	4	9	4	4	2	6	17
Not at all like me	1	1	*	1	1	*	*	1	4
No answer	*	*	*	1	*	-	*	*	-

Exhibit 4.13
Wanting to Learn and Quality of Teaching

Q311/1: How well does each of the following statements describe you? I really want to learn.
Base: All students

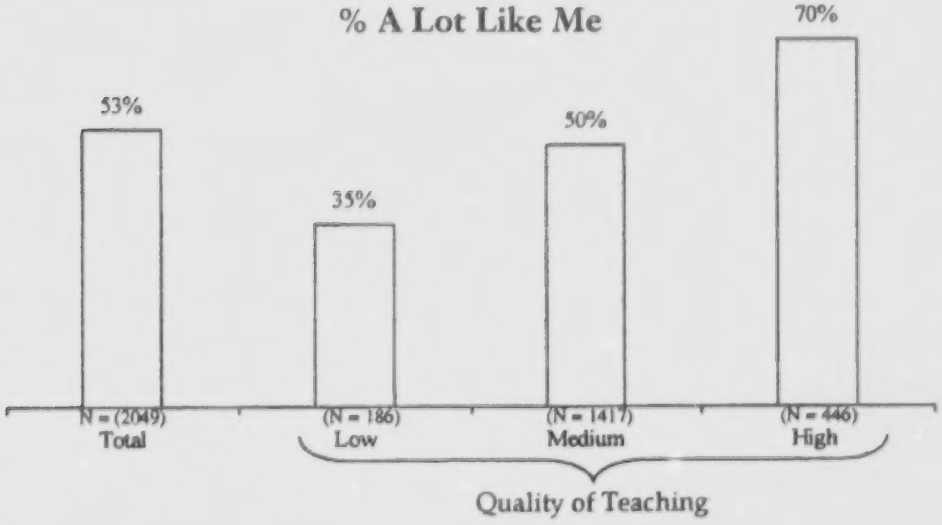


Exhibit 4.14
Class Participation - 1997 and 2001

Q210: How often do you participate in class?
Base: All students

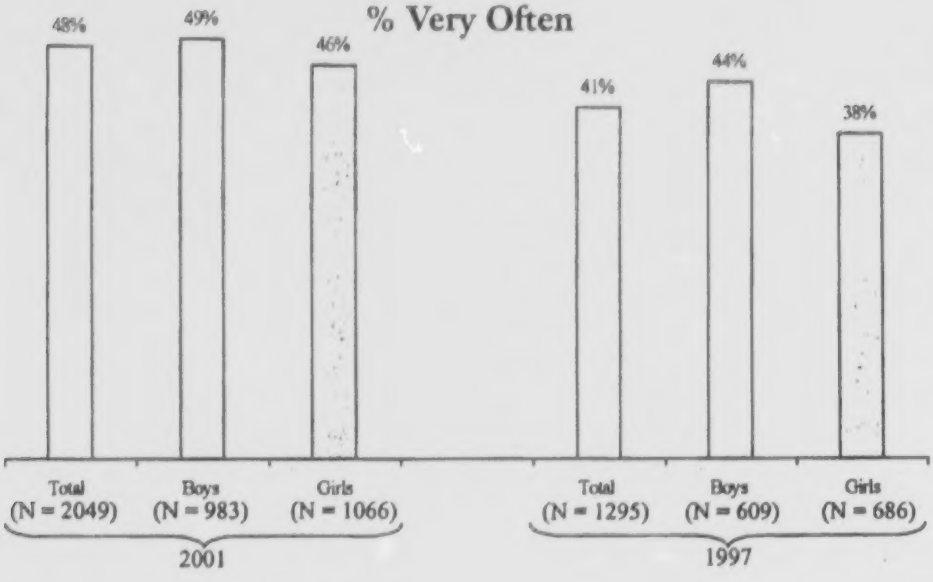


Exhibit 4.15
Class Participation

Q210 How often do you participate in class?
Base: All students

		Family Income			Grades in School			Quality of Teaching		
	Total	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & E's	Low	Medium	High
Base:	2049	116	1625	300	1287	617	127	186	1417	446
	%	%	%	%	%	%	%	%	%	%
Very often/ Sometimes (Net)	91	85	91	94	94	91	74	76	93	94
Very often	48	45	46	58	56	38	29	33	45	60
Sometimes	44	40	45	35	38	52	45	43	47	34
Hardly ever/Never (Net)	8	15	9	6	6	9	24	23	7	6
Hardly ever	8	14	8	6	5	8	23	21	7	6
Never	1	1	1	*	*	1	1	2	1	1
No answer	*	-	*	*	-	-	2	2	*	-

CHAPTER 5

RELATIONSHIPS AMONG EDUCATORS, STUDENTS AND PARENTS

Overview

Teaching and learning are based on relationships: among principals, teachers, students and parents. Relationships that are satisfying and supportive are a contributing element an effective school environment. The success of these relationships can be judged both by how well one side views the interaction, as well as a comparison of these views.

The following chapter examines the relationships among the key stakeholders in education — students, teachers, principals and parents — by asking the following questions:

- How satisfying are the relationships?
- Which relationships are most satisfying?
- What aspects of these relationships are working well?

Teachers' Satisfaction with Relationships with Key Groups

IN THEIR OWN WORDS

"I enjoy teaching kids. No matter what other things are horrible I love my students and want to do my best for them."
(Teacher in inner-city secondary school)

~

". . . We should not have to deal with the students who do not want to be in school and disrupt classes. That is so wrong for the majority of the students who are in school to work and learn."
(Teacher in inner-city secondary school)

~

"I should say a pay raise [would keep me in the profession], but I would really love more support from the administration and my students' families."
(Teacher in inner-city secondary school)

Teachers are most satisfied with their experience working with their students and least satisfied with their experience working with their students' parents. Six in ten (63%) teachers are very satisfied with their experience working with their students. In comparison, half of teachers (51%) describe their experience working with other teachers in their school as very satisfying. Slightly less than half of teachers (45%) are very satisfied with their relationship with their principal, and only one-quarter (26%) are very satisfied with their experience working with parents this year. (Exhibit 5.1)

Elementary school teachers are more likely than secondary school teachers to describe as very satisfying their relationships with their students (68% vs. 54%), other teachers (55% vs. 43%) and parents (28% vs. 21%), although they are equally likely to be very satisfied with their relationship with their principal. A similar pattern exists

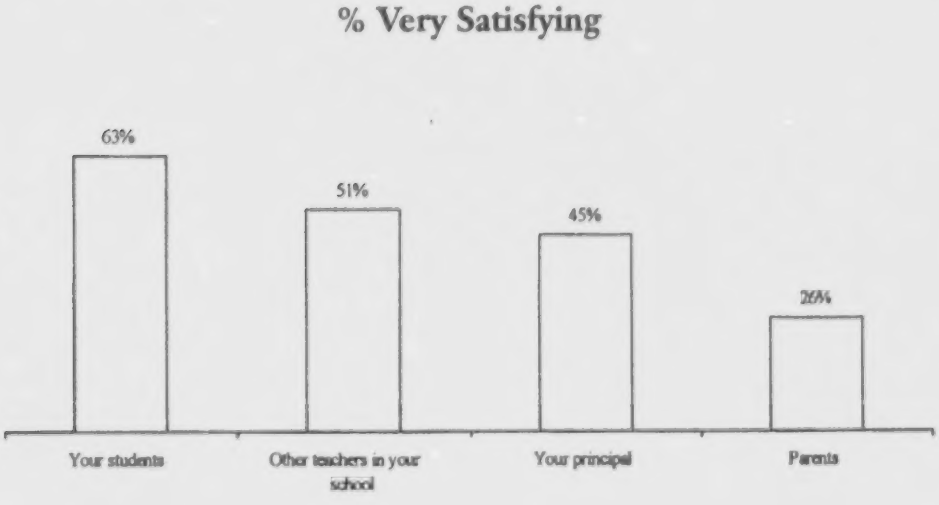
among teachers in schools with few compared to many low-income students. Teachers in schools with high proportions of low-income students are less likely to be very satisfied with their relationships with their students (57% vs. 66%), other teachers (41% vs. 55%) and parents (14% vs. 29%). In addition, teachers in small schools are more likely than teachers in large schools to be very satisfied with their experience working with these different groups of people.

Teachers with less than 6 years of teaching experience are less likely than teachers with over 25 years of experience to describe their relationships with other teachers as very satisfying (44% vs. 58%) and more likely than more experienced teachers to be very satisfied with their relationships with students (63% vs. 56%). In fact, new teachers are more satisfied with their relationships with their students than with any other group, while experienced teachers are equally satisfied with their relationships with students and with other teachers. These results mirror previous findings which show that new teachers are more positive about working with their students and less satisfied with their relationship with other teachers in their school.[2] (Exhibit 5.2)

Teachers in schools with few minority students are more likely than those with many minority students to be very satisfied with their relationships with their principal (45% vs. 36%) and with parents (28% vs. 16%). They do not differ in their satisfaction with their relationship with students or other teachers. (Exhibit 5.3)

Exhibit 5.1
Teachers' Satisfaction with Relationships

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school teacher working with the following people?
Base: Teachers (N=1273)



[2] *The Metropolitan Life Survey of the American Teacher, 1992; The Second Year — New Teachers' Expectations and Ideals.*

Exhibit 5.2
Teachers' Relationships - A Closer Look

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school teacher working with the following people?
Base: All teachers

% Very Satisfying

		Grade Level		Years of Experience			% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0-5	6-25	26+	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	312	714	247	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%	%
Your students	63	68	54	63	65	56	66	62	57	66	65	55
Other teachers in your school	51	55	43	44	52	58	55	53	41	57	54	41
Your principal	45	43	42	45	45	44	45	43	43	48	47	39
Parents	26	28	21	23	26	28	29	23	14	32	24	20

Exhibit 5.3
Teachers' Relationships by Proportion of Minority Students

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school teacher working with the following people?
Base: All teachers

% Very Satisfying

		% Minority Students		
	Total	0%-33%	34%-66%	67%-100%
Base:	1273	600	274	321
	%	%	%	%
Your students	63	65	59	60
Other teachers in your school	51	52	55	47
Your principal	45	45	49	36
Parents	26	28	24	16

Principals' Satisfaction with Relationships with Key Groups

IN THEIR OWN WORDS

"I work with a wonderful staff and am supported in all my decision making."
(Principal of urban secondary school)

~

"When you have a good staff and good parent support, you can see things happen that improve young lives and that is very satisfying."
(Principal of small town senior high school)

~

"We love your kids. Even when we disagree about some issue, we still want the best for your kids."
(Principal of urban elementary/junior/senior high school)

Like teachers, principals are most satisfied with their experience working with their students. Eight in ten (80%) principals are very satisfied with their experience working with their students this year. Following this, principals are next most satisfied with their working relationships with the teachers in their school - two-thirds (64%) of principals describe these relationships as very satisfying. Slightly more than half of principals (55%) are very satisfied with their relationship with other administrators, but only four in ten (37%) are very satisfied with their experience working with parents this year. (Exhibit 5.4)

Elementary school principals are more likely than secondary school principals to describe as very satisfying their relationships with: their students (89% vs. 70%); the teachers in their school (69% vs. 57%); and parents (42% vs. 32%). Principals in schools with few low-income students are more likely than those in schools with many low-income students to be very satisfied with their experience working with each of the four groups:

- Students (86% vs. 77%),
- Teachers (70% vs. 56%),
- Other administrators (64% vs. 45%), and
- Parents (47% vs. 26%).

School size and years of experience are not related to principals' satisfaction with these relationships. (Exhibit 5.5)

Mirroring teachers, principals in schools with few minority students are more likely to be satisfied with their relationship with teachers in their school (67% vs. 55%). They are also more likely to be satisfied with their relationship with other administrators (58% vs. 42%). (Exhibit 5.6)

Exhibit 5.4
Principals' Satisfaction with Relationships

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school principal working with the following people?
Base: All principals (N=1004)

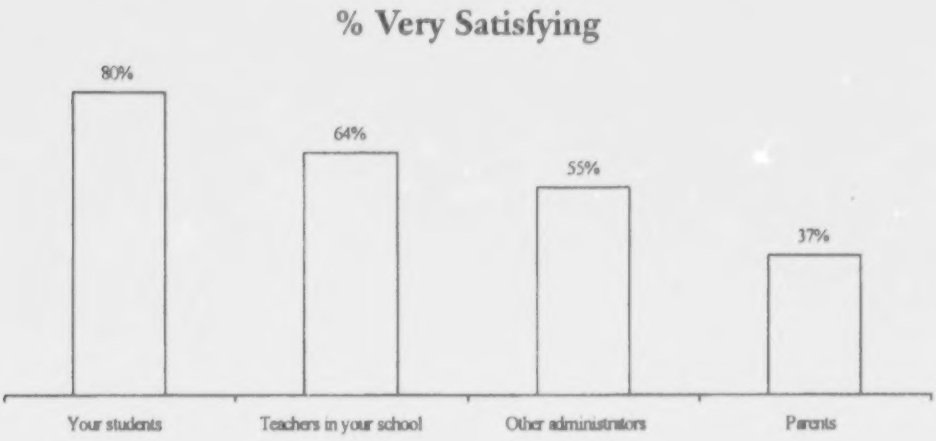


Exhibit 5.5
Principals' Satisfaction with Relationships - A Closer Look

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school principal working with the following people?
Base: All principals

% Very Satisfying

		Grade Level		Years of Experience			% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0-5	6-25	26+	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1004	547	383	51	383	570	399	347	231	560	337	103
	%	%	%	%	%	%	%	%	%	%	%	%
Your students	80	89	70	80	78	82	86	76	77	79	83	77
Teachers in your school	64	69	57	55	55	70	70	61	56	64	64	59
Other administrators	55	57	54	51	52	57	64	52	45	54	58	47
Parents	37	42	32	27	32	42	47	36	26	37	39	35

Exhibit 5.6

Principals' Relationships by Proportion of Minority Students

Q501: During this school year, how satisfying or unsatisfying has your experience been as a school principal working with the following people?

Base: All principals

% Very Satisfying

	Total	% Minority Students		
		0%-33%	34%-66%	67%-100%
Base:	1004	635	168	194
	%	%	%	%
Your students	80	80	82	76
Teachers in your school	64	67	60	55
Other administrators	55	58	58	42
Parents	37	40	35	33

Shared Expectations

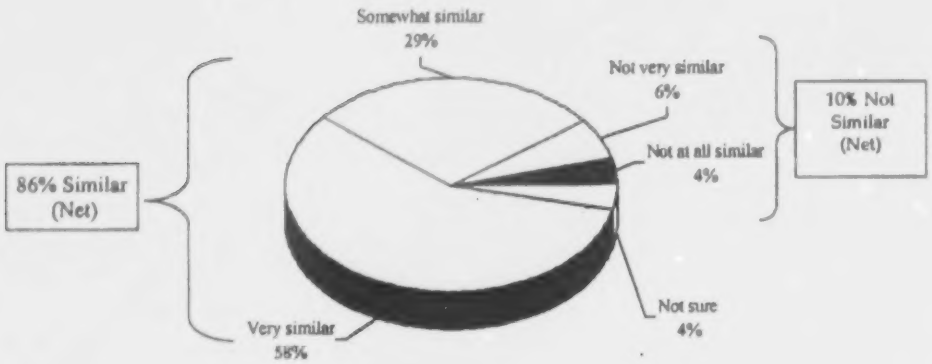
One element contributing to satisfaction with relationships is the feeling that expectations are similar. Principals are more likely than teachers to say that they share similar expectations for teaching with the teachers in their school (96% vs. 86%). Although secondary school teachers and principals are equally likely to describe their expectations as similar, elementary school principals are more likely than teachers to describe their expectations for teaching as very similar (64% vs. 58%). (Exhibits 5.7 - 5.8)

Exhibit 5.7
Shared Expectations of Educators

Q525: How similar are your principal's expectations for teaching to your own expectations for teaching?
Base: All teachers (N=1273)

Q520: How similar are your expectations for teaching to your teachers' expectations for teaching?
Base: All principals (N=1004)

Teachers



Principals

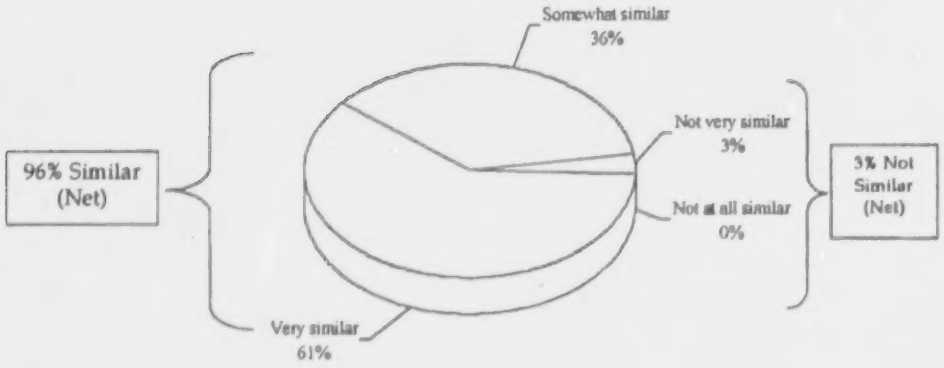
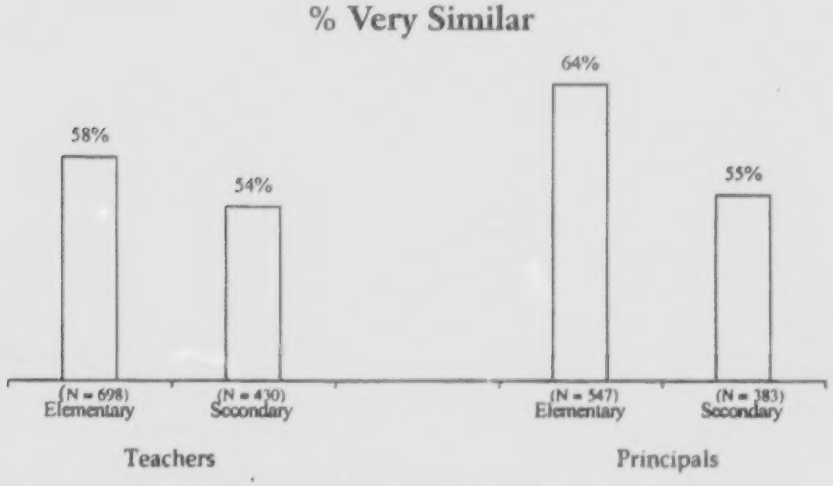


Exhibit 5.8

Shared Expectations at the Elementary or Secondary School Levels

Q525: How similar are your principal's expectations for teaching to your own expectations for teaching?
Base: All teachers (N=1273)

Q520: How similar are your expectations for teaching to your teachers' expectations for teaching?
Base: All principals (N=1004)



Students' Satisfaction with Relationships with Key Groups

IN THEIR OWN WORDS

"...Some kids just have problems and are not paid enough attention to when they need it most. If the connection between parents, students and teachers can be strengthened, education will be improved." *(10th grade girl)*

~

"It's good to be in a public school because you get to interact with people of difference race, financial and [gender] status . . ." *(10th grade boy)*

~

"It is so hard to try to be respected by your teachers and also be liked by your fellow students. It's difficult to be one of the few students left in my school that actually want to learn. While in the classroom, most students are goofing off. Others are constantly trying to change you." *(10th grade girl)*

~

"Too many students in schools today are too worried about their social placings. If you aren't in the right group, you aren't treated like the individual you actually are." *(11th grade girl)*

~

"The animosity between kids is pretty great between 'groups.'" *(8th grade boy)*

~

"Kids are cruel. Rumors are spread, opinions are made and a lot of students are judgmental about one another . . . I personally don't feel safe at school . . . It seems like kids are growing up a lot faster and have to deal with many issues." *(8th grade girl)*

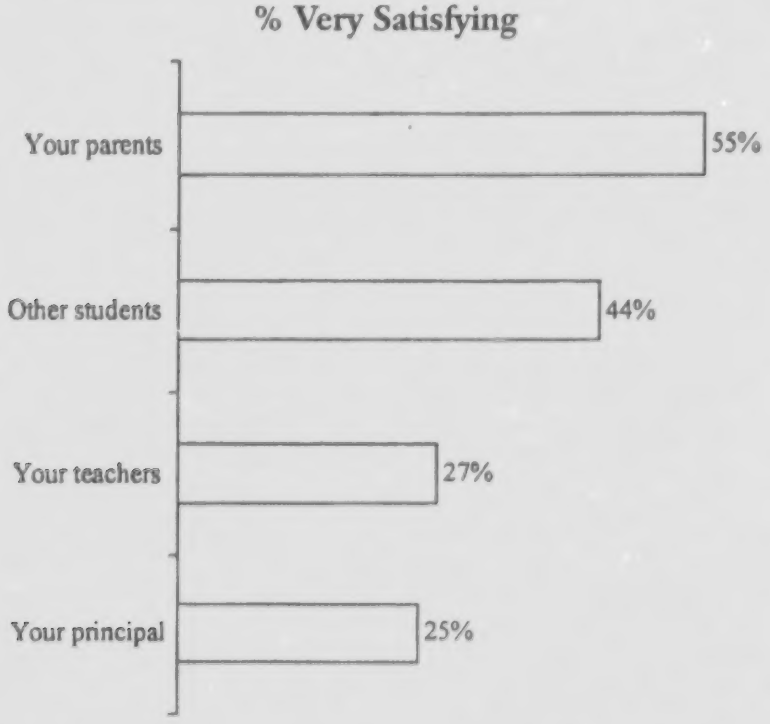
In the context of their school life, secondary school students are most satisfied with their relationship with their parents. Slightly more than half (55%) of students describe their relationship with their parents in their school life as very satisfying. Four in ten (44%) students describe their relationship with other students as very satisfying. However, only one-quarter of students describe their relationship with their teachers (27%) and their principal (25%) as very satisfying. (Exhibit 5.9)

The finding that less than half of students are very satisfied with their relationships with other students amplifies a finding from *The Metropolitan Life Survey of the American Teacher, 2000*, which revealed that students were most likely to report that the most important issue facing America today is having people get along with each other.

Although lower income and higher-income students are equally likely to be very satisfied with their relationship with their teachers and principal, lower-income students are less likely than higher-income students to be very satisfied with their relationship with their parents (50% vs. 62%) and other students (37% vs. 53%) in their school life. Excellent students are more likely than poor students to be very satisfied with their relationships with their parents (60% vs. 48%), other students (47% vs. 35%) and teachers (32% vs. 23%). (Exhibit 5.10)

Exhibit 5.9
Students' Satisfaction with Relationships

Q401: During this school year, how satisfied have you been in your relationships with the following people in your school life?
Base: All students (N=2049)



THE AMERICAN TEACHER 2001

Exhibit 5.10

Students' Satisfaction with Relationships - A Closer Look

Q401: During this school year, how satisfied have you been in your relationships with the following people in your school life?

Base: Students (N=2049)

% Very Satisfying

		Grade Level			Family Income			Grades in School		
	Total	7-8	9-10	11-12	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	589	886	574	116	1625	300	1287	617	127
	%	%	%	%	%	%	%	%	%	%
Your parents	55	64	49	52	50	54	62	60	48	48
Other students	44	46	43	42	37	42	53	47	41	35
Your teachers	27	27	25	30	29	26	31	32	19	23
Your principal	25	28	23	25	26	25	29	27	22	27

The Teacher – Student Relationship

IN THEIR OWN WORDS

"It would be a lot easier for everyone in school if there was a better teacher/student relationship between everyone."

(10th grade girl)

~

"If you love your job the kids will know it and respond to you. Show them respect and they will give you respect in return. They don't respond well to authority, but they do to kindness and genuine interest in them."

(Teacher in inner-city secondary school)

~

"Teachers in my school care a lot about the students going places and I am very thankful that [they] care because if they didn't I don't believe that I would have gotten past 6th or 7th grade."

(8th grade boy)

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Nearly all students report that their teachers know their name (98%), and most say that they respect their teachers (88%), that their teachers like them (85%) and that their teachers are helpful (84%). In comparison, only two-thirds of students (65%) feel that their teachers understand them. (Exhibit 5.11)

Furthermore, only one-third (32%) of secondary school students strongly agree that they like their teachers. In contrast, more than eight in ten (84%) secondary school teachers strongly agree that they like their students. Elementary school and secondary school teachers are equally likely to report that they like their students. Although students and teachers have differing views of the quality of their relationship, only seven percent of students strongly agree that their teachers don't pay enough attention to them. (Exhibits 5.12 - 5.13)

Exhibit 5.11
The Teacher — Student Relationship

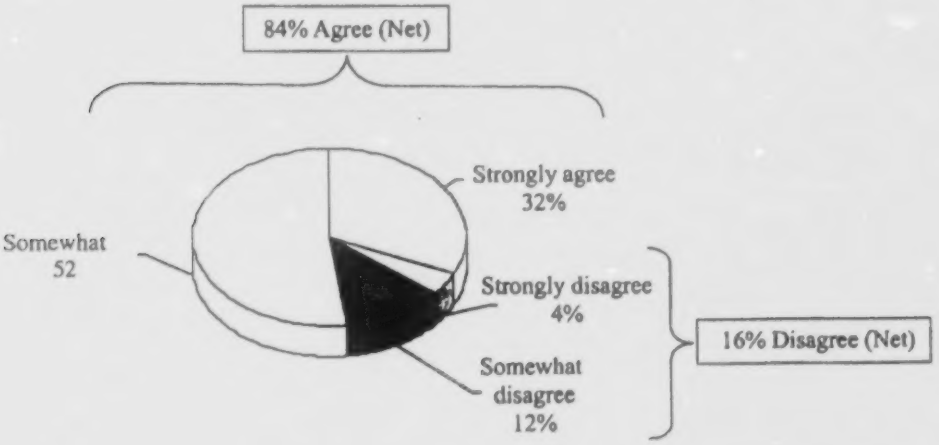
Q291: Thinking about your relationship with your teachers, are the following statements mostly true or mostly false?
Base: All students

% Mostly True

		Grade Level			Grades In School		
	Total	7-8	9-10	11-12	A's	B's and C's	D's and F's
Base:	2049	589	886	574	1287	617	127
	%	%	%	%	%	%	%
% Mostly true							
My teachers know my name	98	97	98	98	98	96	100
I respect my teachers	88	87	88	91	93	85	73
My teachers like me	85	82	83	90	91	79	67
% Mostly false							
My teachers don't understand me	65	65	63	70	73	60	38
My teachers are not helpful	84	88	80	86	89	79	74

Exhibit 5.12
Liking Teachers

Q321/2: Thinking about a typical school day, how much do you agree with the following statement? I like my teachers.
Base: All students (N = 2049)



Q321/5: Thinking about a typical school day, how much do you agree with the following statement? My teachers don't pay enough attention to me.
Base: All students (N = 2049)

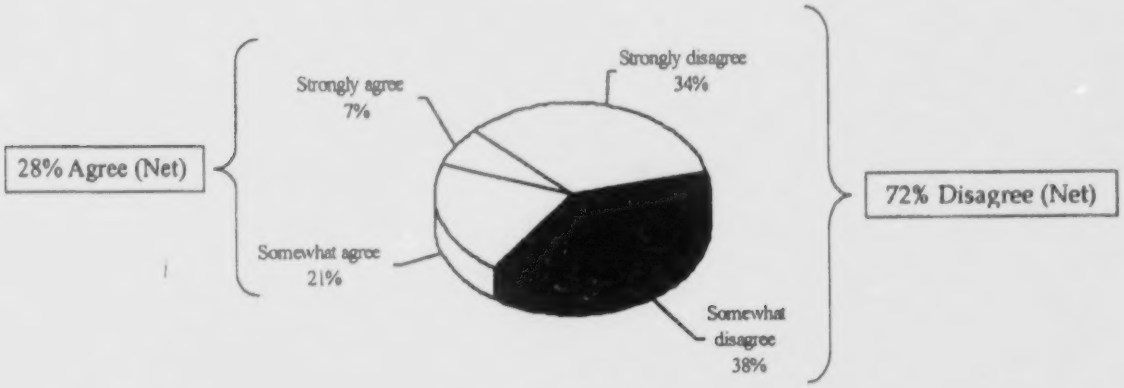
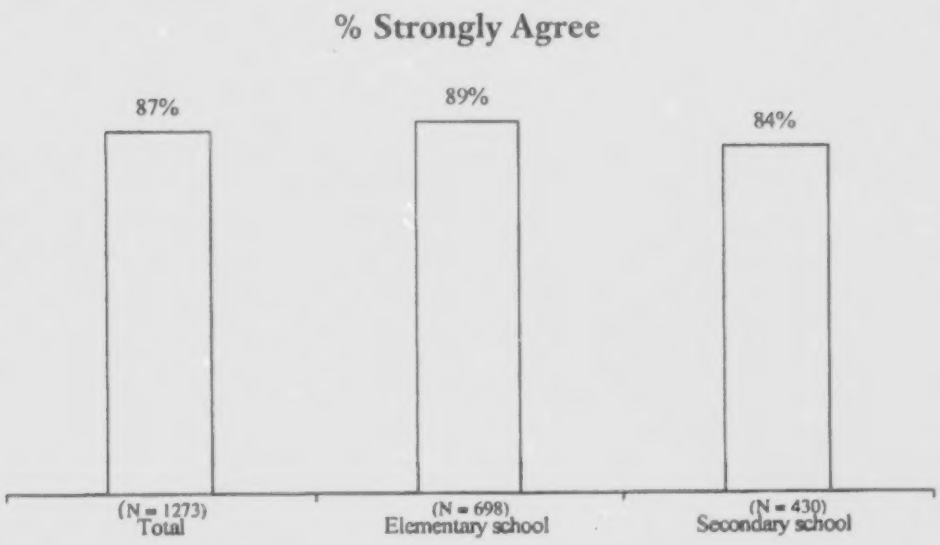


Exhibit 5.13
Liking Students

Q421/3: Thinking about a typical school day, how much do you agree or disagree with the following statement? I like my students.
Base: All teachers



Parental Involvement

IN THEIR OWN WORDS

"...I think if parents helped children with their homework it would be easier for them to understand things..."
(8th grade girl)

~

"The biggest challenge is getting parents to become involved in their children's education...[w]ithout parental involvement in their children's education, there can be no significant increases in academic achievement, no matter how much is done at the school to support the students. It takes a combined effort among the students, parents, and teachers to achieve academic success."
(Teacher in urban elementary school)

~

"...When parents get actively involved, they are much more likely to realize that parents and teachers really want the same things for the students."
(Principal of suburban secondary school)

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How do teachers, principals and students view parental involvement? Four in ten teachers (44%) and principals (41%) report that all or most of their students have parents who need to be more involved in what their children are learning in school. Teachers' and principals' views differ by grade level, proportion of low-income students and years of experience:

- Teachers
  - Secondary (53%) vs. elementary (38%),
  - Two-thirds or more low-income students (69%) vs. one-third or less low-income students (28%),
  - Less than 6 years experience (54%) vs. more than 25 years experience (40%).

- Principals
  - Secondary (46%) vs. elementary (35%),
  - Two-thirds or more low-income students (66%) vs. one-third or less low-income students (21%),
  - Less than 6 years experience (57%) vs. more than 25 years experience (38%). (Exhibit 5.14 - 5.15)

Secondary school students also feel that more parental involvement would be beneficial. One-third (35%) of students say that the statement, "my parents need to be more involved in what I am learning in school," is a lot or somewhat like them. Students' views on perceptual involvement differ by income, parent education, and race/ethnicity:

- Students from lower income families are more likely than those from higher income families to say their parents need to be more involved (48% vs. 30%),
- Students whose parent's highest education is high school or less are more likely than those whose parents graduated college to feel that their parents need to be more involved (42% vs. 29%), and
- Black students are more likely than white students to feel that their parents need to be more involved (43% vs. 32%).

(Exhibits 5.16 - 5.17)

Exhibit 5.14
Teachers' Views on Parental Involvement

Q411/1: How many of your students have parents who need to be more involved in what their children are learning in school — all, most, some, very few, or none at all?
Base: All teachers

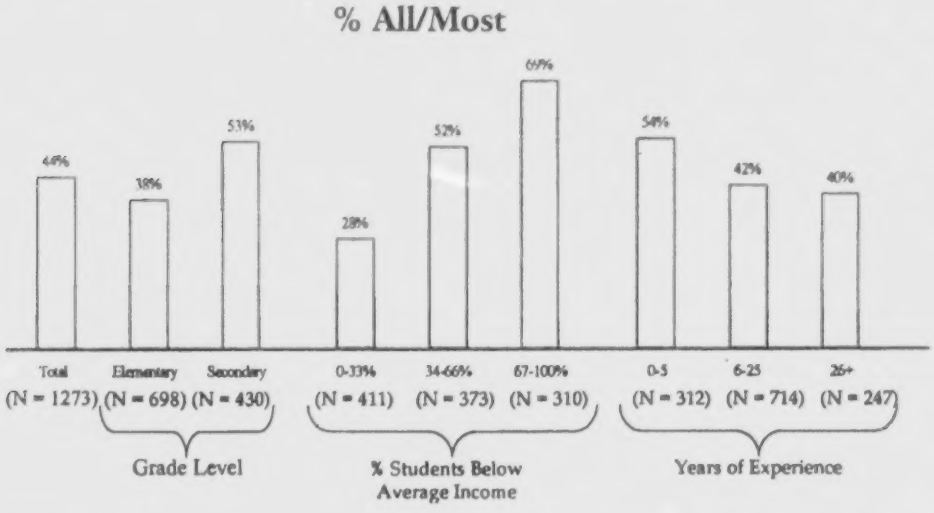


Exhibit 5.15
Principals' Views on Parental Involvement

Q411/1: How many students in your school have parents who need to be more involved in what their children are learning in school — all, most, some, very few, or none at all?
Base: All principals

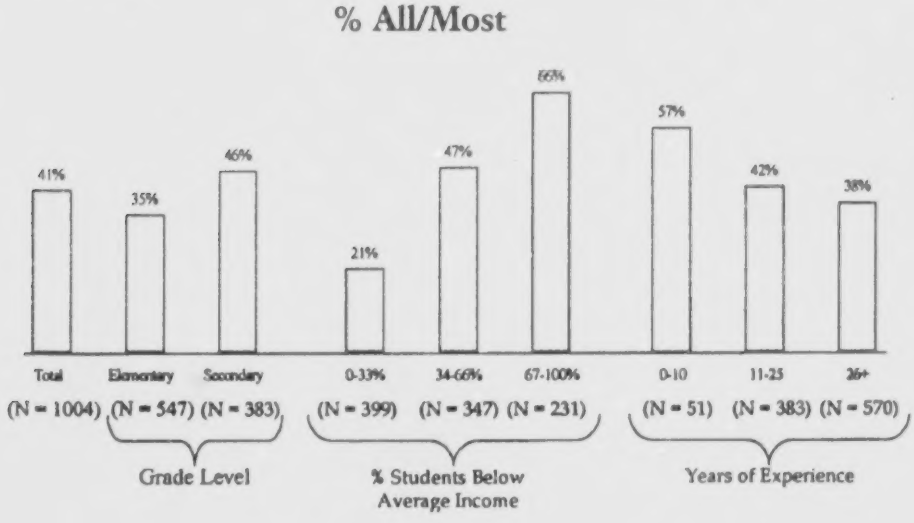


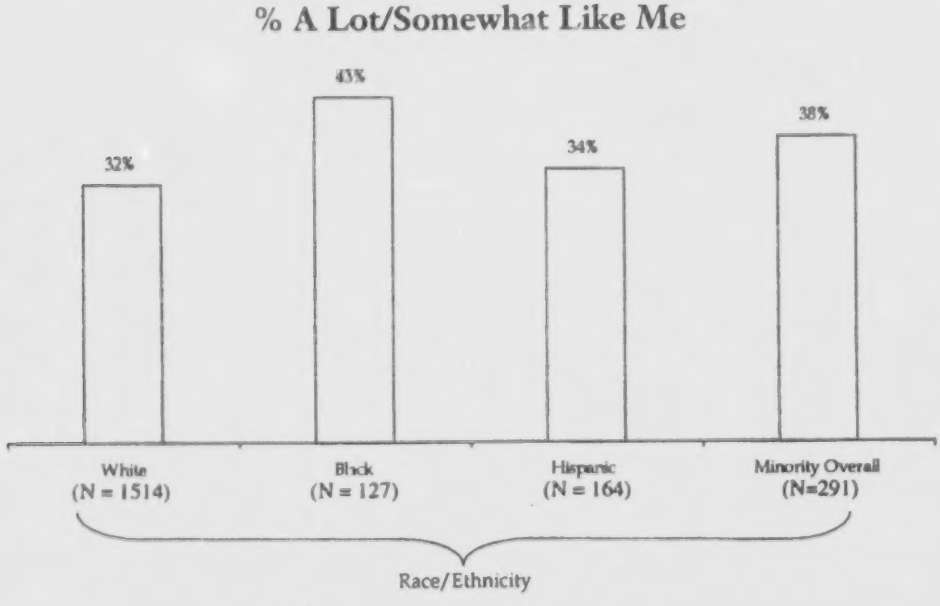
Exhibit 5.16
Students' Views on Parental Involvement

Q311/2: How well does each of the following statements describe you? My parents need to be more involved in what I am learning in school.
Base: All students

		Grade Level			Parent's Education			Family Income		
	Total	7-8	9-10	11-12	High School or Less	Some College	4 yr. Degree or more	Hard time buying things	Just enough or no problem	Can buy anything wanted
Base:	2049	589	886	574	327	605	962	116	1625	300
	%	%	%	%	%	%	%	%	%	%
A lot/Somewhat like me (Net)	35	36	38	30	42	39	29	48	35	30
A lot like me	13	15	14	11	17	15	10	23	13	11
Somewhat like me	22	21	25	19	25	24	19	26	22	19
Not much/not at all like me (Net)	64	62	62	70	58	61	71	52	64	70
Not much like me	36	31	37	42	34	38	39	24	38	35
Not at all like me	28	31	25	28	25	23	32	27	27	36
No answer	1	2	*	-	-	1	1	-	1	-

Exhibit 5.17
Perceived Parental Involvement by Race/Ethnicity

Q311/2: How well does each of the following statements describe you? My parents need to be more involved in what I am learning in school.
Base: All students



CHAPTER 6

TOMORROW'S TEACHERS: RETENTION AND RECRUITMENT

Overview

Having examined the key components associated with high-quality education, an important question remains. How do schools retain high-quality teachers and who will be tomorrow's high-quality teachers? To help answer these questions, it is important to look at job satisfaction—a key component of job retention. Are teachers and principals happy with their jobs? Do they feel successful and appreciated? Do they plan on leaving their school or the teaching profession altogether? And what of tomorrow's teachers? Do students today want to become teachers? Is this a profession that educators recommend?

The following chapter explores the issues of retention and recruitment by examining current job satisfaction among educators, their recommendations for keeping high-quality teachers and attracting new people to the profession and the next generation's interest in becoming teachers.

Teachers' Job Satisfaction

IN THEIR OWN WORDS

"I work in a school environment that is very stable. I teach a population of children that come to school eager to learn, and still have respect for teachers. The teaching staff is close knit, our principal has been a teacher at our school, and is open for all types of communication. If I feel I have not achieved something, I can always start anew."

(Teacher in urban elementary school)

~

"Education is no longer valued. School has become a social event. Everyone but the teachers seem to have input into the curriculum and grading."

(Teacher in small town elementary school)

~

"The children and the ideal of the job are so wonderful and so worthwhile. The negatives: I am a professional with a Master's degree and am making nearly 1/3 less than all my professional friends. There is no room for financial growth. I want to get out before it takes over me and I become complacent."

(Teacher in suburban elementary school).

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How do teachers feel about their job during a typical school day? Slightly more than half of teachers (54%) strongly agree that they feel successful at their job. Half of teachers (51%) strongly agree that they have control of what and how they teach in class. Only one in ten (10%) strongly agree that they feel frustrated and unappreciated at their job. Half of teachers (49%) strongly agree that their job tasks and responsibilities are clearly defined. (Exhibits 6.1 - 6.2)

How do different teaching situations influence teachers' feelings about their jobs? Secondary school teachers are more likely than elementary school teachers to strongly agree that they have control of what and how they teach in class (57% vs. 45%) and slightly less likely to feel successful at their job (50% vs. 56%). Teachers with many years of experience (more than 25) are more likely than new teachers (less than 6 years experience) to strongly agree that they feel successful at their job (65% vs. 42%). Teachers whose schools consist of more than two-thirds low-income students are less likely than those with few low-income students to feel successful at their job (45% vs. 62%), to feel that they have control of what and how they teach in class (45% vs. 58%) and are more likely to feel frustrated and unappreciated at their job (17% vs. 7%). (Exhibits 6.1 - 6.2)

As stated previously, half of teachers strongly agree that they have control of what and how they teach in class, with secondary school teachers more likely than elementary school teachers to feel this way. Principals are slightly less likely than teachers to strongly agree with this statement. Four in ten (41%) principals strongly agree that teachers in their school have control of what and how they teach in class. As with teachers, secondary school principals are more likely than elementary school principals to strongly agree with this statement (48% vs. 34%). (Exhibit 6.3)

Exhibit 6.1
Teachers' Attitudes toward Job

Q421: Thinking about a typical school day, how much do you agree or disagree with the following statements?
Base: All teachers

% Strongly Agree

	Total	Grade Level: Elementary	Grade Level: Secondary	Years of Experience: 0-5	Years of Experience: 6-25	Years of Experience: 26+	% Students Below Average Income: 0%-33%	% Students Below Average Income: 34%-66%	% Students Below Average Income: 67%-100%
Base:	1273	698	430	312	714	247	411	373	310
	%	%	%	%	%	%	%	%	%
I feel successful at my job	54	56	50	42	55	65	62	54	45
I have control of what and how I teach in class	51	45	57	46	52	53	58	48	45
I feel frustrated and unappreciated at my job	10	10	12	9	10	12	7	11	17

Exhibit 6.2
Whether Teachers Feel Their Tasks Are Clearly Defined

Q510: How much do you agree or disagree with the following statement? My job tasks and responsibilities are clearly defined.
Base: All teachers

		Grade Level		Size of Place		School Size		
	Total	Elementary	Secondary	Urban	Suburban/ Rural	Less than 500	500-999	1000 or more
Base:	1273	698	430	397	873	352	538	348
	%	%	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	81	81	81	75	83	85	81	77
Strongly agree	49	50	47	46	50	54	48	47
Somewhat agree	32	31	33	29	33	31	34	30
Strongly/Somewhat disagree (Net)	19	19	19	25	17	15	19	23
Somewhat disagree	13	12	16	16	12	9	13	17
Strongly disagree	6	8	3	9	5	6	5	5

Exhibit 6.3
Whether Principals Think Teachers Have Control Over What and How They Teach

Q311/5: Thinking about your school, how much do you agree or disagree with the following? Teachers in my school have control of what and how they teach in class.
Base: All principals

		Grade Level		School Size		
	Total	Elementary	Secondary	Less than 500	500-999	1000 or More
Base:	1004	547	383	560	337	103
	%	%	%	%	%	%
Strongly/Somewhat agree (Net)	90	87	92	91	89	85
Strongly agree	41	34	48	46	35	38
Somewhat agree	48	54	44	45	54	48
Strongly/Somewhat disagree (Net)	10	12	8	8	11	14
Somewhat disagree	8	10	5	7	9	7
Strongly disagree	2	2	3	1	1	7
Not sure	*	1	-	1	*	-
Decline to answer	*	*	*	1	-	1

How do teachers' feelings about their job translate into job satisfaction? Half of teachers (52%) are very satisfied with their job and fully nine in ten (92%) are very or somewhat satisfied. Teachers' top reasons for feeling satisfied with their job include:

- Enjoy working with students (22%),
- Rewarding profession (19%),
- Feel good knowing a child has learned (16%),
- Making a difference in a student's life (16%),
- Get to see child's growth (15%), and
- Love teaching (14%). (Exhibits 6.4 - 6.5)

The top reasons that eight percent of teachers feel dissatisfied include low salary and working conditions:

- Low salary (18%),
- Lack of administrative support (17%),
- Too much administration (15%),
- Discipline problems (14%),
- Lack of resources (14%),
- Lack of respect (14%),
- Lack of support (14%), and
- Classes that are too large (14%). (Exhibit 6.6)

Which teachers are most satisfied? Teachers with many years of teaching experience (61%) are more likely to be very satisfied than newer teachers (45%). Teachers in schools with few low-income students are more likely than those with many low-income students to be very satisfied (56% vs. 46%). (Exhibit 6.7)

How do the attitudes discussed at the beginning of this chapter relate to teachers' satisfaction with teaching? Satisfied teachers are overwhelmingly more likely than dissatisfied teachers to feel successful at their job (57% vs. 28%), to have control of what and how they teach in class (53% vs. 31%), and to have clearly defined tastes and responsibilities (52% vs. 21%). Dissatisfied teachers are more than **six times** as likely as the satisfied teachers to feel frustrated and unappreciated at their job (45% vs. 7%). (Exhibit 6.8)

Thirty percent of all teachers and up to 50 percent of teachers in urban schools leave their jobs within five years. Out of every 600 students entering four-year teaching programs, only 180 complete them, only 72 become teachers and only about 40 are still teaching several years later.

National Center for Education Statistics

Exhibit 6.4
Teachers' Job Satisfaction Overall

Q840: All in all, how satisfied would you say you are with your job as a teacher in the public schools?
Base: All teachers (N = 1273)

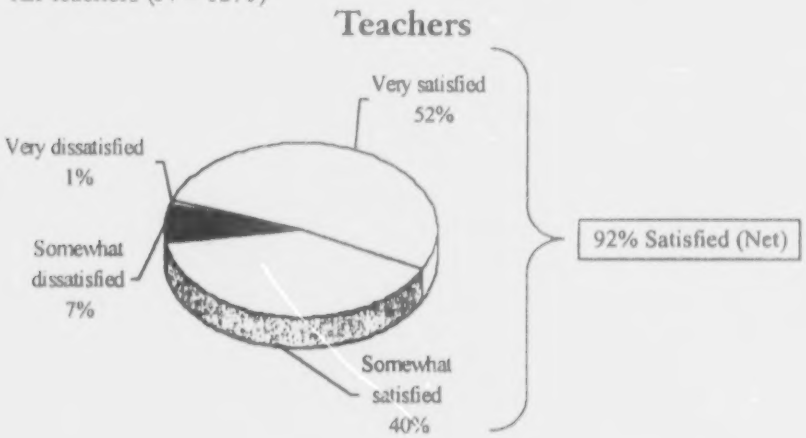


Exhibit 6.5
Why Teachers Are Satisfied with Their Jobs

Q850: Why are you satisfied with your job as a teacher?
Base: Teachers interviewed online (N = 622)

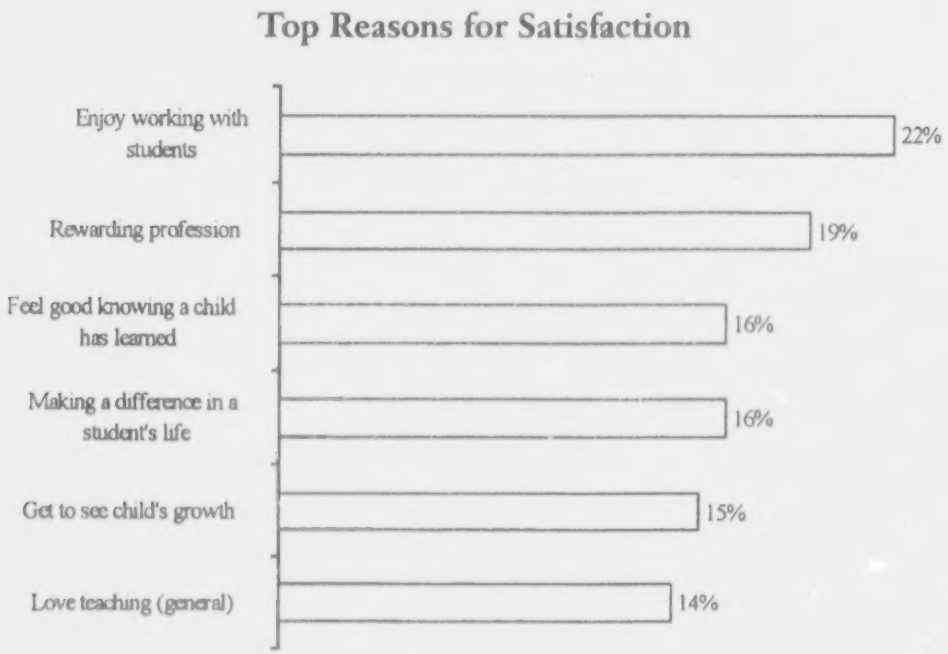


Exhibit 6.6
Why Teachers Are Dissatisfied with Their Jobs

Q850: Why are you dissatisfied with your job as a teacher?
Base: Teachers interviewed online and dissatisfied (N = 138)

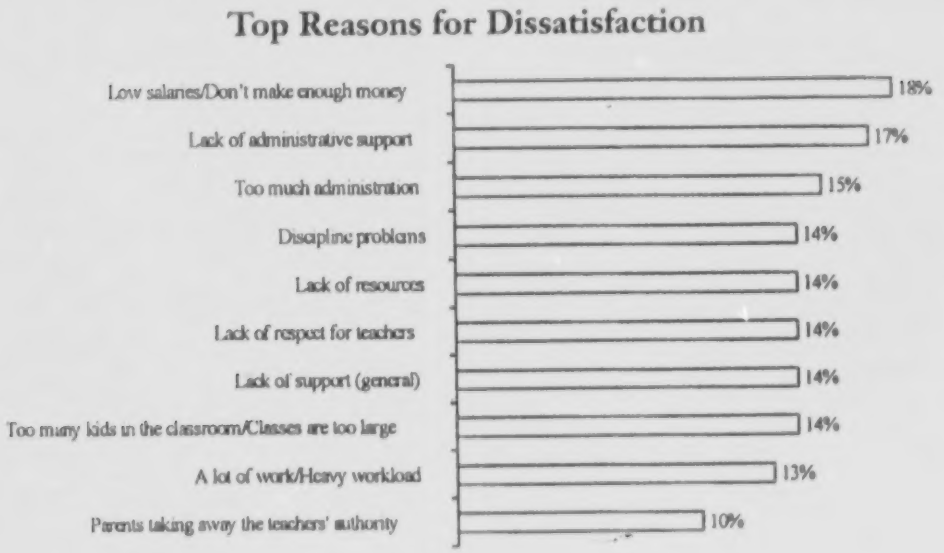


Exhibit 6.7
Teachers' Job Satisfaction by Key Subgroups

Q840: All in all, how satisfied would you say you are with your job as a teacher in the public schools?
Base: All teachers (N=1273)

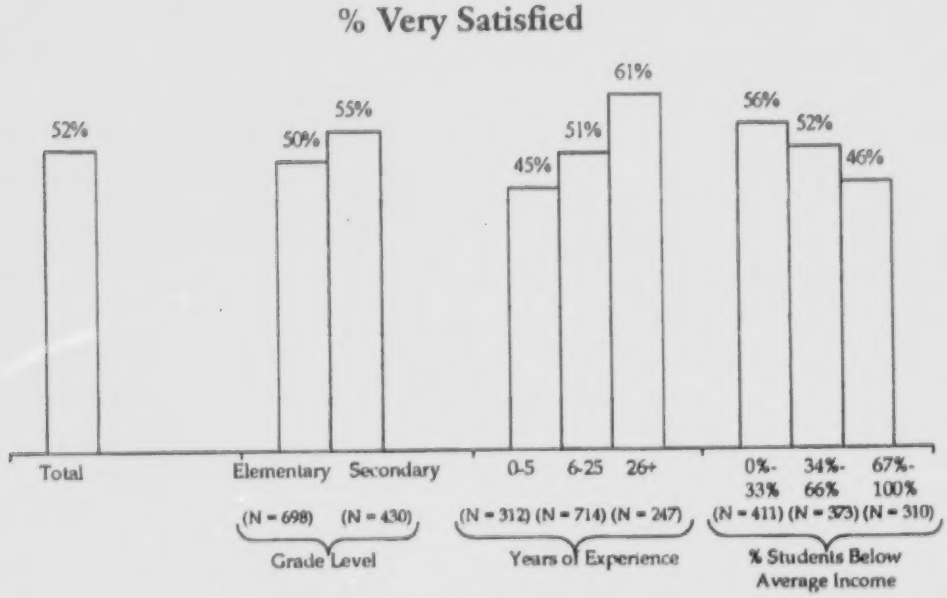
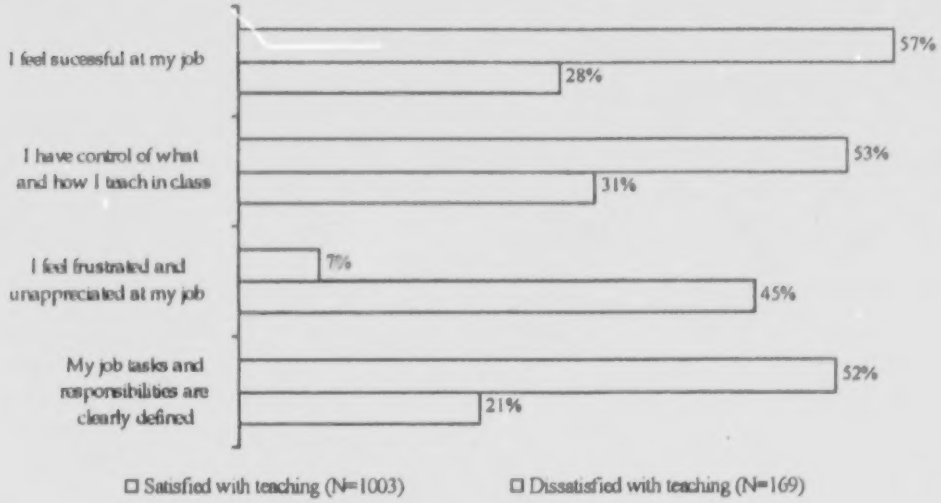


Exhibit 6.8
Job Satisfaction and Teacher Attitudes

Q421: Thinking about a typical school day, how much do you agree or disagree with the following statements?

Q510: How much do you agree or disagree with the following statement?
Base: All teachers



Do teachers plan on remaining at their school and in the teaching profession? One in eight (13%) teachers report that it is very likely that they will leave their current school to teach somewhere else in the next five years. For the three in ten (31%) teachers who will very or fairly likely leave to teach somewhere else, their reasons include moving considerations (25%), economic reasons (24%) and working conditions (21%). (Exhibits 6.9 - 6.10)

One in eight (13%) teachers report that it is very likely that they will leave the teaching profession altogether and go into some different occupation. Teachers who are dissatisfied with teaching are three times as likely as satisfied teachers to plan on leaving the profession (33% vs. 11%). **But note that one in nine (11%) satisfied teachers very likely plan on leaving.** This may account for the finding that for one-quarter (26%) of teachers who say it is very or fairly likely they will leave teaching, the overwhelming change that would keep them in the profession is an increased salary (53%). (Exhibits 6.8 and 6.10)

How do teachers' job satisfaction and likelihood of leaving the profession compare to five, ten or fifteen years ago? These levels have remained the same since 1995. Job satisfaction is higher than it was in 1989 (44%), 1987 (40%) or 1986 (33%) when it hit the low for this sixteen year span. (Exhibits 6.13 - 6.15)

DID YOU KNOW THAT . . . ? *The 13% of teachers who anticipate leaving the profession in the next five years represent about 330,000 teachers.*

US Dept of Education, NCES "Schools and Staffing Survey, 1993-94", from Tables 68 and 85, Digest of Education Statistics 2000, NCES January 2001

Exhibit 6.9

Likelihood That Teachers Would Make a Career Change

Q860: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation?

Q880: Within the next five years, how likely is it that you will leave your school to teach somewhere else?

Base: All teachers (N = 1273)

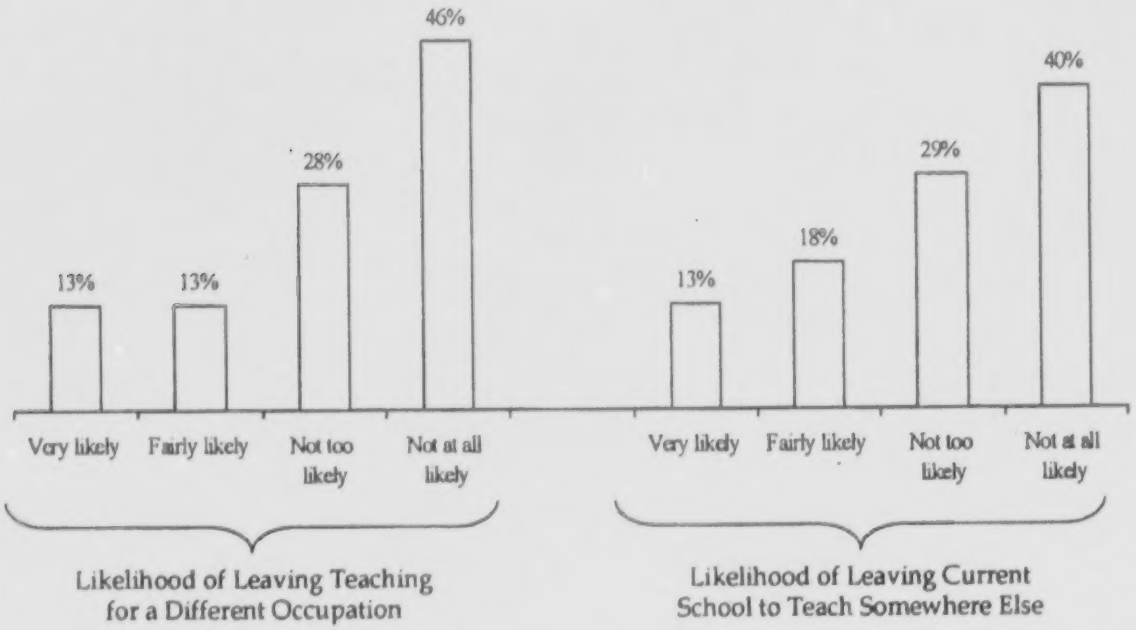


Exhibit 6.10
Reasons for Teaching Elsewhere

Q890: Why do you think you will leave your school to teach somewhere else?
Base: Teachers interviewed online and likely to leave school (N = 282)

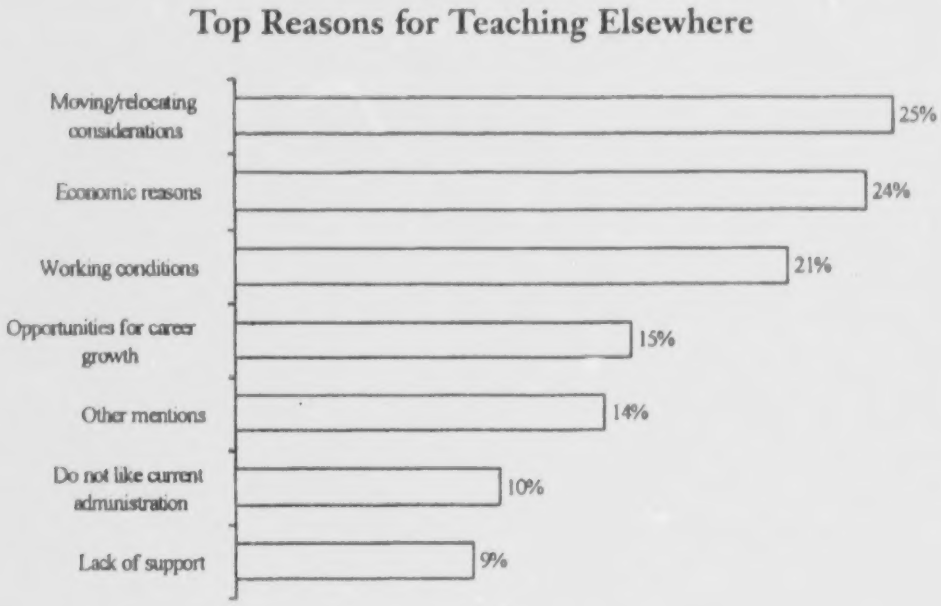


Exhibit 6.11
Likelihood of Leaving Profession and Job Satisfaction

Q860: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation?
Base: All teachers

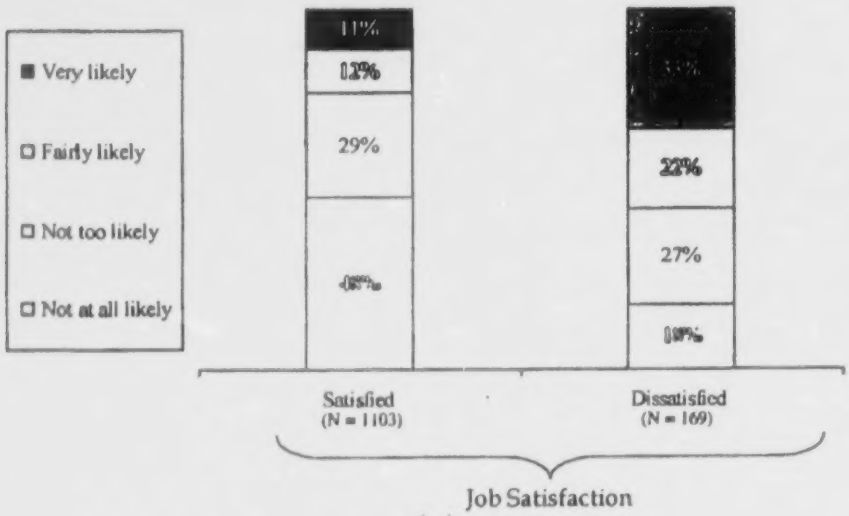


Exhibit 6.12
Changes That Would Keep Teacher in Profession

Q870: What changes could be made that would keep you in teaching?
Base: Teachers interviewed online and likely to leave profession (N = 225)

Top Three Changes That Would Keep Teachers in Profession

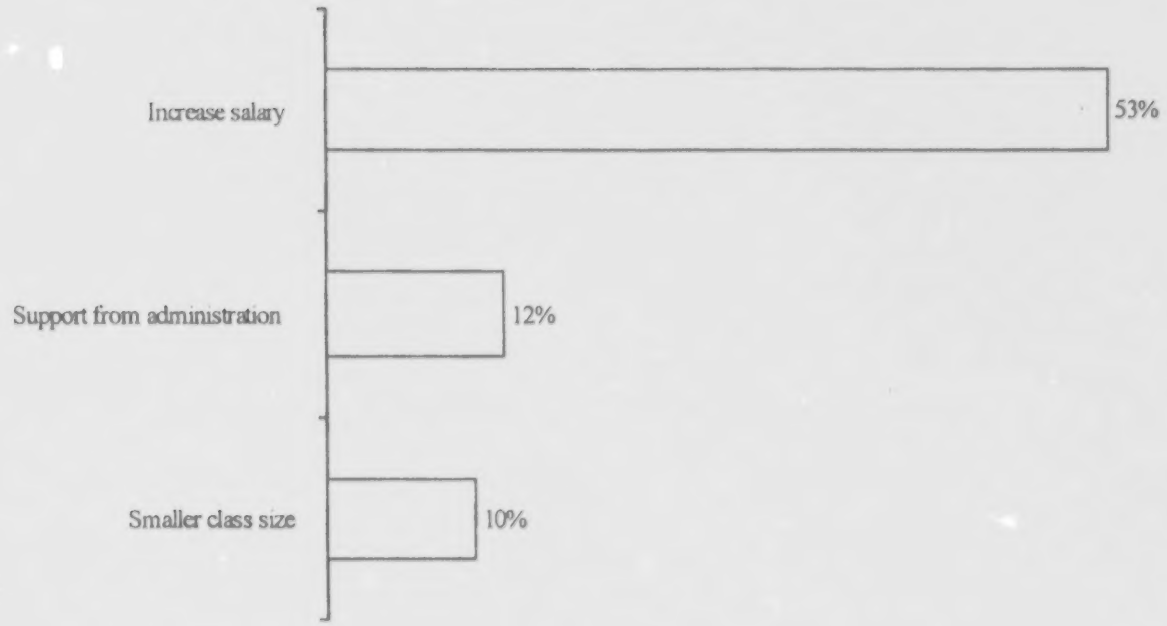


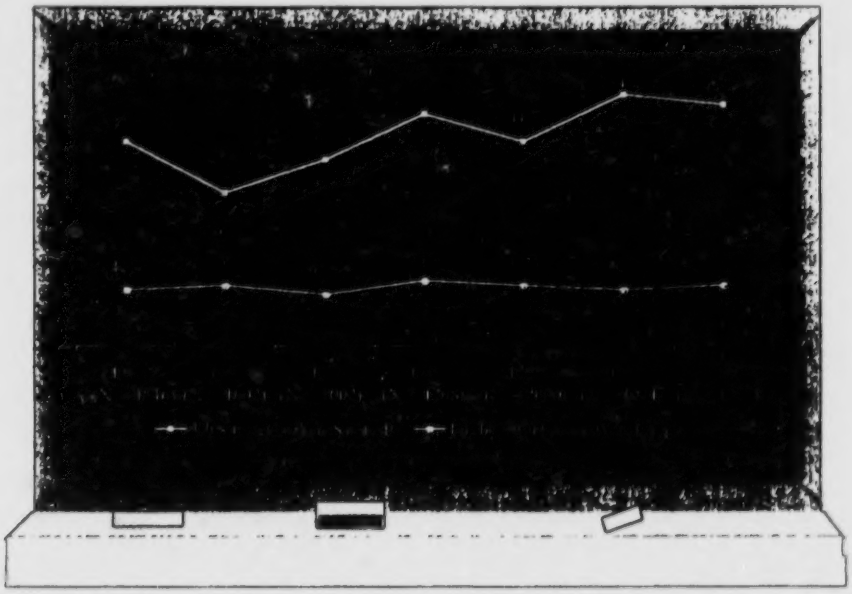
Exhibit 6.13

Teachers' Job Satisfaction and Likelihood of Leaving Profession — 1985 - Today

Q840: All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?*

Q860: Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

Base: All teachers



** Note: In the 2001 study the question text was "All in all, how satisfied would you say you are with your job as a teacher in the public schools — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?"*

Exhibit 6.14

Teachers' Job Satisfaction — 1984 - Today

Q840: All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Base: All teachers

	1984	1985	1986	1987	1988	1989	1995	2001*
Base:	1981	1846	1602	1002	1208	2000	1011	1273
	%	%	%	%	%	%	%	%
Very satisfied	40	44	33	40	50	44	54	52
Somewhat satisfied	41	35	48	45	37	42	33	40
Somewhat dissatisfied	16	16	15	12	11	11	10	7
Very dissatisfied	2	5	4	2	2	3	2	1
Not sure	*	*	*	*	*	*	*	*

** Note: In the 2001 study the question text was "All in all, how satisfied would you say you are with your job as a teacher in the public schools — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?"*

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Exhibit 6.15

Likelihood of Teachers Leaving the Profession — 1985 - Today

Q860: Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?

Base: All teachers

	1985	1986	1987	1988	1989	1995	2001
Base:	1846	1602	1002	1208	2000	1011	1273
	%	%	%	%	%	%	%
Very likely	12	13	11	14	13	12	13
Fairly likely	14	14	12	12	13	12	13
Not too likely	26	30	31	26	26	24	28
Not at all likely	47	42	46	47	48	51	46
Not sure	*	*	1	*	*	*	*

Principals' Job Satisfaction

IN THEIR OWN WORDS

". . .Where else can you regularly get hugged, get smeared with finger paints, receive hand made cards, wipe tears, share smiles, wiggle loose teeth, share awful cafeteria food, read silly stories, and know that you are changing the world?..."

(Principal of inner-city elementary school)

~

"Because it seems that each year we are slipping backward. Although it should be very obvious by now that massive budgets and multi-million dollar buildings do not educate children, we continue to pursue the myth rather than face the hard facts that motivated teachers and enforceable/enforced disciplinary/behavioral codes are the foundation for a successful educational program."

(Principal of small town elementary/secondary school)

~

"The rewards are great, when you see a child suddenly grasp a concept or write that poem that he she thought they couldn't, these are the moments that let me know that I am in the right profession!"

(Principal of rural elementary/secondary school)

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How do principals feel about their job during a typical school day? Nearly nine in ten (85%) principals strongly agree that they enjoy working with the teachers and other staff at their school, six in ten (62%) strongly agree that they feel successful at their job, and only four percent feel frustrated and unappreciated at their job. Elementary school principals are more likely than secondary school principals to strongly agree that they enjoy working with their staff (90% vs. 81%) and to feel successful at their job (69% vs. 57%). Years of experience do not distinguish principals' views. (Exhibit 6.16)

What are the obstacles that principals face in their job? One in ten (10%) principals consider lack of high-quality teachers a big problem, although principals whose schools have more than two-thirds low-income students are **four times** as likely as those with few low-income students to describe this as a big problem (20% vs. 5%). Secondary school principals are also more likely than elementary school principals to report this as a problem (14% vs. 7%). (Exhibit 6.17)

Exhibit 6.16
Principals' Attitudes toward Their Job

Q431: Thinking about a typical school day, how much do you agree or disagree with the following statements?
Base: All principals

% Strongly Agree

		Grade Level		Years of Experience		
	Total	Elementary	Secondary	0 - 10	11 - 25	26+
Base:	1004	547	383	51	383	570
	%	%	%	%	%	%
I enjoy working with the teachers and other staff at my school	85	90	81	84	80	89
I feel successful at my job	62	69	57	67	58	65
I feel frustrated and unappreciated at my job	4	3	4	8	4	3

Exhibit 6.17
Problems Faced by Principals

Q551: Thinking about the obstacles you face as a school principal, how much of a problem are the following for you?
Base: All principals

% Big Problem

		Grade Level		Students Below % Average Income		
	Total	Elementary	Secondary	0% - 33%	34% - 66%	67% - 100%
Base:	1004	547	383	399	347	231
	%	%	%	%	%	%
Lack of high quality teachers	10	7	14	5	9	20
Frequent turnover of teachers	6	4	8	2	6	13

Overall, six in ten principals (61%) are very satisfied with their job. This represents a difference compared to teachers' satisfaction levels, (52%). Principals' job satisfaction does not differ by grade level of school or years of experience, although a trend indicates that principals in schools with few low-income students are more satisfied than others. For the 95% of principals who are very or somewhat satisfied with their job, the reasons they cite include making a difference in lives (29%) and being involved with students (16%). The five percent who are dissatisfied mention that the job is too stressful (23%), not enough support from administration (19%) and too many non-educating responsibilities (16%). (Exhibit 6.18 - 6.21)

Anticipated school turnover is higher for principals than for teachers. Two in ten principals (20%) report that it is very likely that they will leave their school to be a principal somewhere else in the next five years. Among the four in ten who report that it is very or fairly likely that they will leave, the reasons cited most often are better pay (17%), moving (16%) or wanting a new challenge (16%). (Exhibits 6.22 - 6.23)

Exhibit 6.18
Principals' Job Satisfaction Overall

Q840: All in all, how satisfied would you say you are with your job as a principal in the public schools?
Base: All principals (N = 1004)

Principals

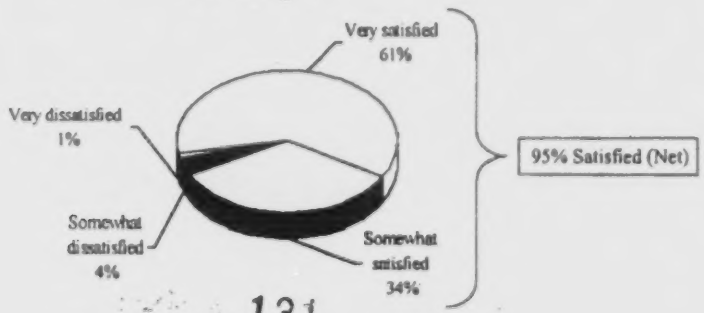


Exhibit 6.19
Principals' Job Satisfaction by Key Subgroups

Q840: All in all, how satisfied would you say you are with your job as a principal in the public schools?
Base: All principals

Exhibit 6.20
Principals' Reasons for Job Satisfaction

Q850: Why are you satisfied with your job as a principal?
Base: Principals interviewed online and satisfied (N = 167)

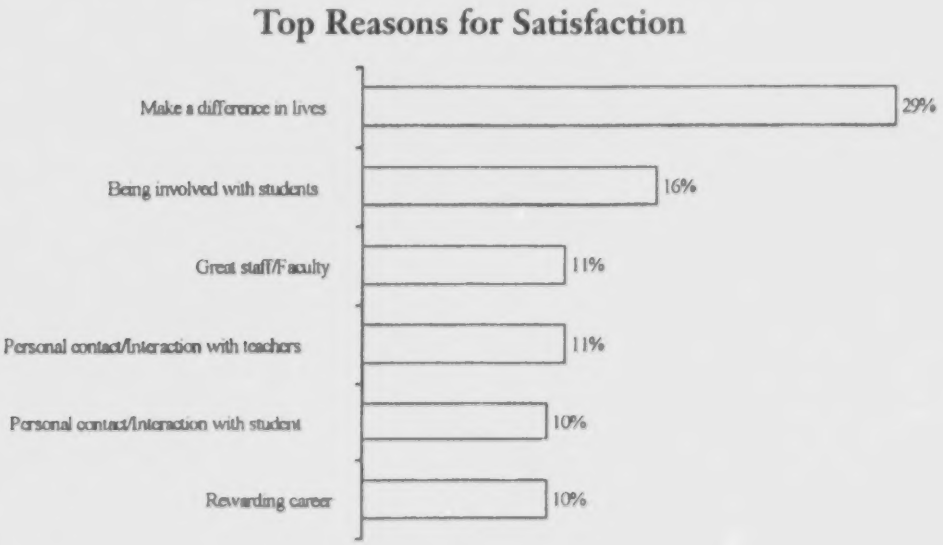


Exhibit 6.21
Principals' Reasons for Job Dissatisfaction

Q850: Why are you dissatisfied with your job as a principal?
Base: Principals interviewed online and dissatisfied (N = 31)

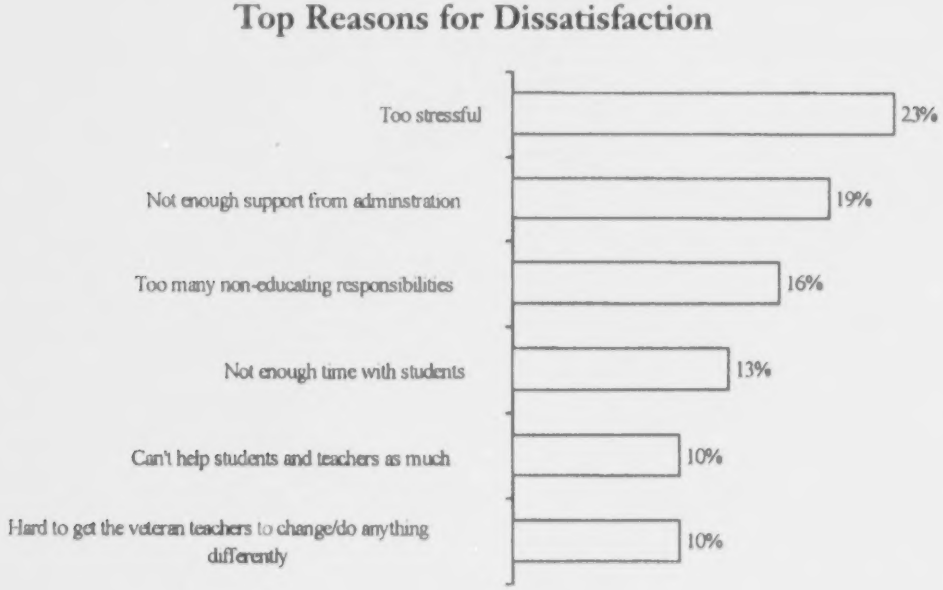


Exhibit 6.22
Principals' Likelihood of Leaving School

Q880: Within the next five years, how likely is it that you will leave your school to be a principal somewhere else?
Base: All principals (N = 1004)

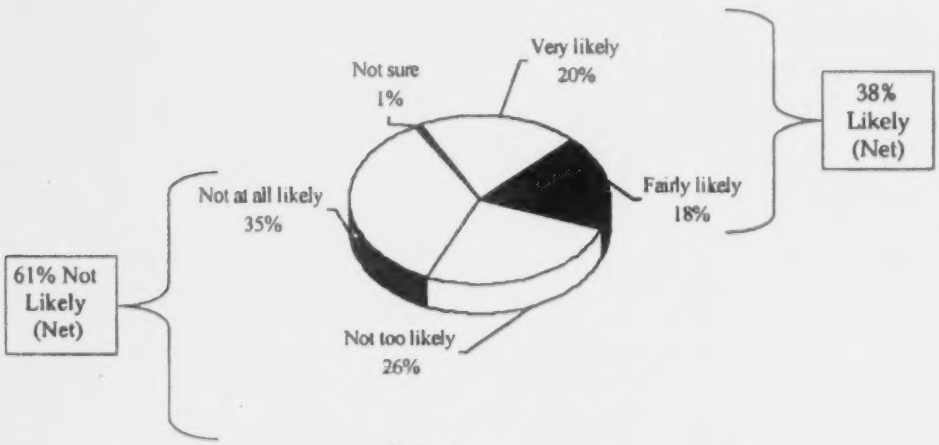
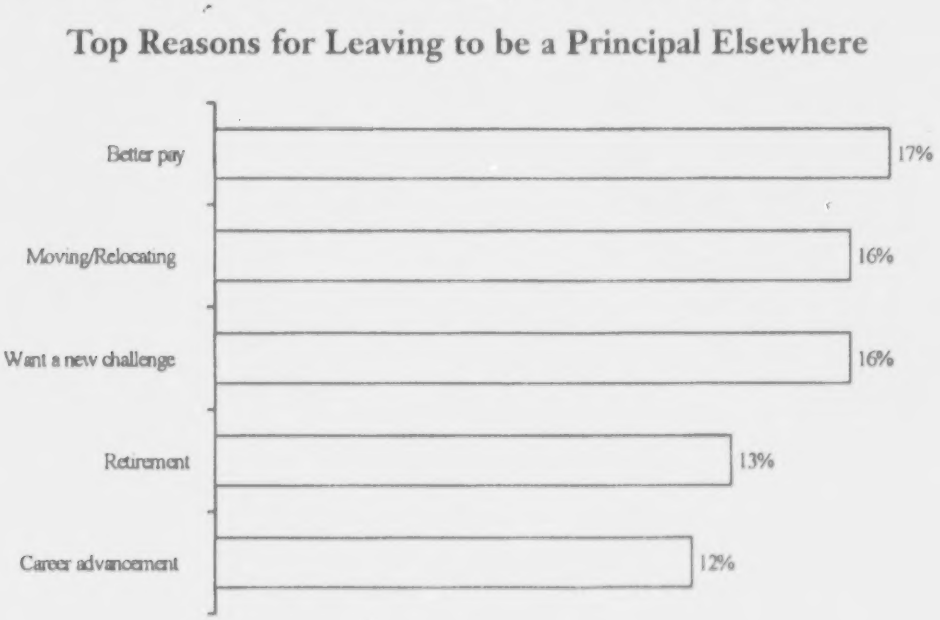


Exhibit 6.23
Reasons for Leaving to be a Principal Elsewhere

Q890: Why do you think you will leave your school to be a principal somewhere else?
Base: Principals interviewed online and likely to leave school (N = 82)



Recruitment and Retention

What steps might be taken to attract good people into teaching and encourage good teachers to remain in teaching? For teachers, the steps that would most likely help a lot are providing financial incentives (85%) and providing mentoring and ongoing support for new teachers (82%). (Exhibit 6.24)

Elementary school and secondary school teachers have similar views on which steps would be most helpful. Teachers with more than 25 years of experience are more likely than new teachers to believe that providing opportunities for networking or coaching for all teachers would help a lot (66% vs. 50%). More experienced teachers also are slightly more likely to think that involving teachers in the creation of policies that they will be implementing (77% vs. 70%) and providing career growth opportunities (72% vs. 65%) would help a lot. Mentoring and ongoing support for new teachers (85%) and providing opportunities for networking or coaching for all teachers (64%) are of particular concern to teachers in schools with many low-income students. (Exhibits 6.24 - 6.25)

Principals' priorities are different. They are most likely to believe that providing mentoring and ongoing support for new teachers (85%) and providing more time for ongoing professional development related to daily classroom activities (75%) would help a lot. They are less likely than teachers to believe that providing financial incentives would help a lot (principals, 72%; teachers, 85%). (Exhibit 6.24)

Seven in ten teachers and three-quarters of principals believe that providing more time for ongoing professional development related to daily classroom activities would help a lot. Yet, as discussed in Chapter 1, only 45% of principals believe that allocating time and resources for professional development is an extremely important part of their job.

How satisfied are teachers with their current professional development experiences? One-third (33%) of teachers are very satisfied with the professional development in which they have participated during the last 12 months. Three percent of teachers have not participated in any professional development this year. Teachers' satisfaction with professional development does not differ by grade level or years of experience. However, teachers who are satisfied with their job are nearly three times as likely as dissatisfied teachers to be very satisfied with their professional development (34% vs. 13%). On a related note, most teachers (93%) are certified. However, new teachers (less than 6 years experience) are less likely than the most experienced teachers to be certified (87% vs. 99%). (Exhibits 6.26 - 6.28)

Exhibit 6.24

Teachers' and Principals' Views on Recruiting and Retaining Teachers

Q731: The list below contains some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each step please indicate how much each would help.

Base: All teachers/All principals

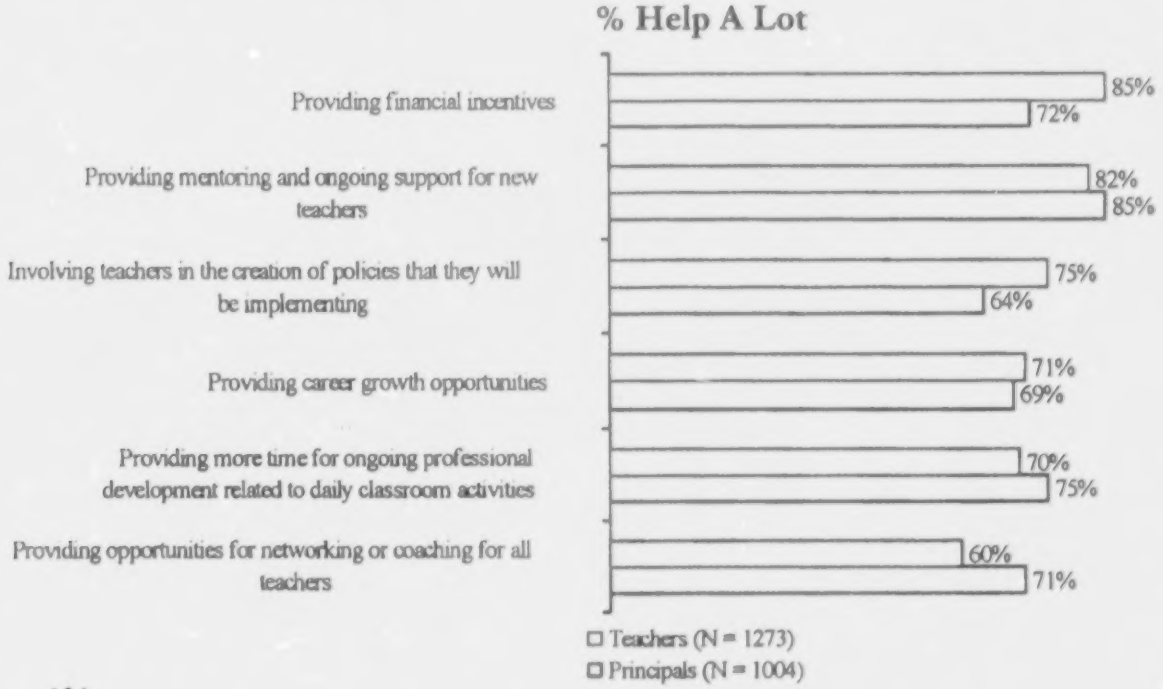


Exhibit 6.25

Teachers' Views on Recruiting and Retaining Teachers

Q731: The list below contains some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each step please indicate how much each would help.

Base: All teachers

% Help A Lot

		Grade Level		Years of Experience			% Students Below Average Income			School Size		
	Total	Elementary	Secondary	0-5	6-25	26+	0%-33%	34%-66%	67%-100%	Less than 500	500-999	1000 or more
Base:	1273	698	430	312	714	247	411	373	310	352	538	348
	%	%	%	%	%	%	%	%	%	%	%	%
Providing financial incentives	85	84	88	87	84	85	84	87	86	85	85	85
Providing mentoring and ongoing support for new teachers	82	82	80	78	83	83	77	84	85	80	84	81
Involving teachers in the creation of policies that they will be implementing	75	75	75	70	76	77	72	77	77	73	76	76
Providing career growth opportunities	71	71	72	65	73	72	71	68	73	67	74	71
Providing more time for ongoing professional development related to daily classroom activities	70	71	70	66	72	72	73	68	71	71	71	69
Providing opportunities for networking or coaching for all teachers	60	61	60	50	62	66	58	59	64	54	63	63

Exhibit 6.26
Teachers' Satisfaction with Professional Development Overall

Q720: How satisfied are you with the professional development in which you have participated during the last 12 months?
Base: All teachers (N = 1273)

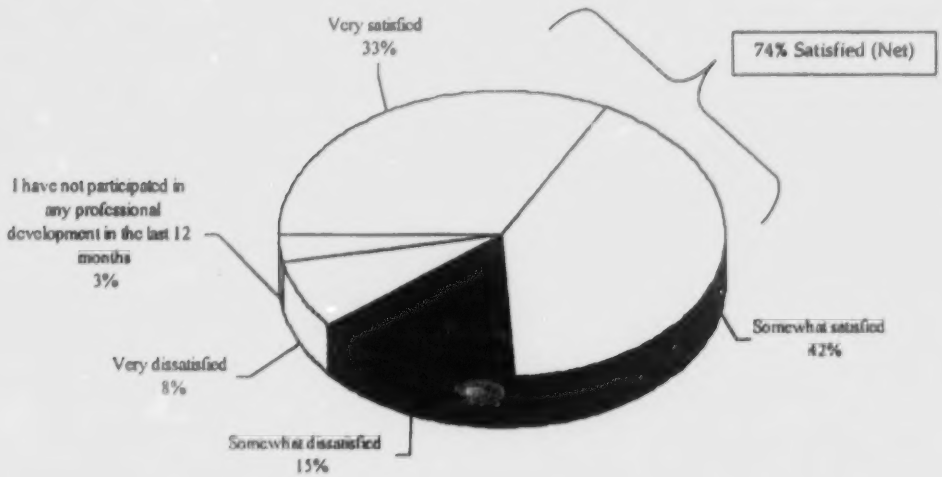


Exhibit 6.27
Teachers' Satisfaction with Professional Development by Key Subgroups

Q720: How satisfied are you with the professional development in which you have participated during the last 12 months?
Base: All teachers

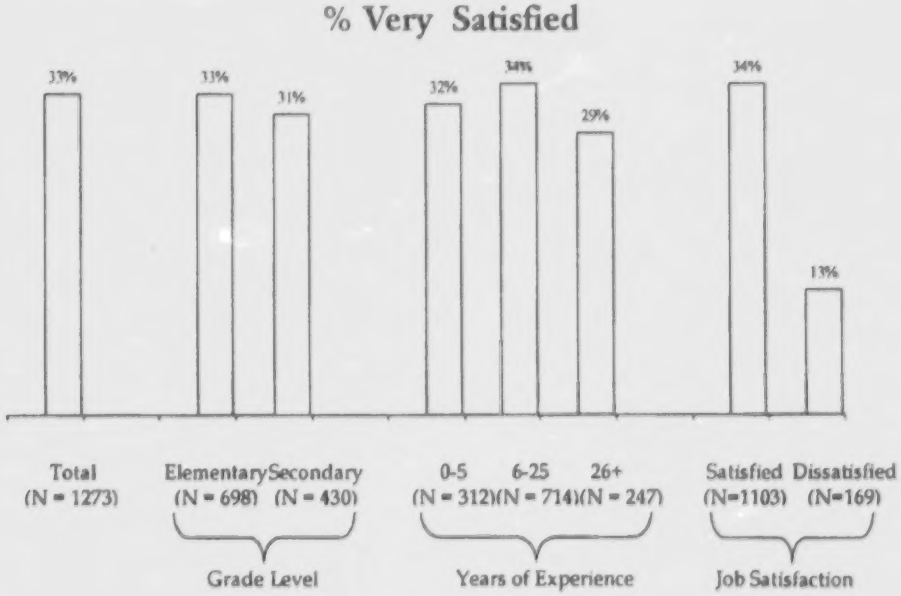


Exhibit 6.28
Teachers' Certification Status

Q1110: Are you a certified teacher, or not?
Base: All teachers

		Grade Level		Years of Experience		
	Total	Elementary	Secondary	0 - 5	6 - 25	26+
Base:	1273	698	430	312	714	247
	%	%	%	%	%	%
Yes	93	93	95	87	93	99
No	7	7	5	13	7	1

IN THEIR OWN WORDS

". . . it is the ultimate career. All other careers begin in the classroom . . . teachers teach our future and we need the best to ensure our existence."
(Principal of suburban senior high school)

~

". . . Teachers are the foundation of each student's future, their learning, imagination, beliefs and life . . . I think being a teacher is one of the most essential jobs."
(9th grade girl)

Who will be the teachers of tomorrow? Is this a profession that current educators recommend? For principals, the quality of new teachers entering the profession today are about the same (38%) or better (37%) than the quality of new teachers in the past. This assessment is similar to principals' views in 1986. However, principals today are more likely than in 1986 to believe that shortages of qualified teachers in their school will be a serious problem (79% vs. 62%). (Exhibits 6.29 - 6.30)

Perhaps because of this finding, nine in ten principals (87%) would definitely or probably advise a qualified student to pursue a career in teaching, including 55% who would definitely advise. They would make this recommendation because it is a rewarding job (42%) and because of the need for good teachers (25%). Those principals who would not advise a student to pursue a career in teaching mention that it is not a great salary (50%) and there is no prestige (37%). (Exhibits 6.31 - 6.33)

Is teaching something that today's students are considering for the future? Three in ten students (31%) are very or somewhat interested in becoming a teacher when they finish their education, including 11% who are very interested. Students with good grades and poor grades are equally likely to be interested in teaching. However, lower-income students are more likely than students whose families can buy anything to be very or somewhat interested (44% vs. 30%). Students' main reasons for wanting to become teachers include the following:

- Want to help children (23%);
- Like children (15%); and
- Can share their knowledge of subjects they enjoy (10%). (Exhibits 6.34 - 6.35)

Exhibit 6.29

Principals' Views on Teacher Quality — 1986 and Today

Q820: Is the overall quality of new teachers entering the profession today better, worse, or about the same as the quality of new teachers in the past?

Base: All principals

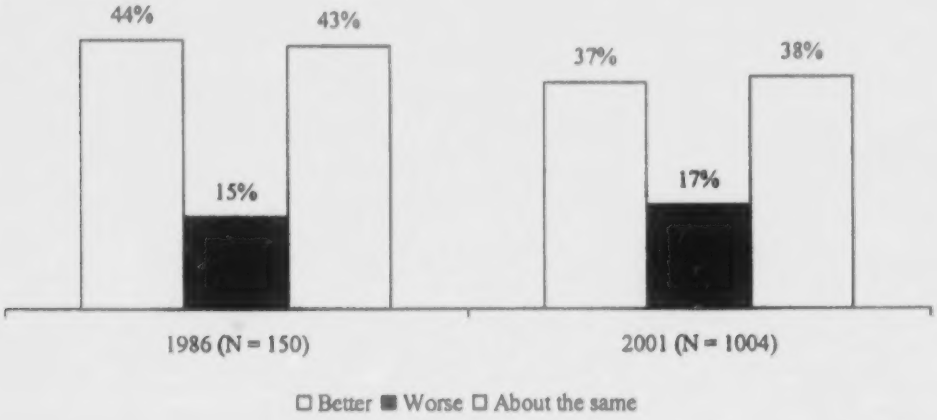


Exhibit 6.30

Whether Principals Are Concerned about Future Teacher Shortages — 1986 and Today

Q830: In the near future, how serious a problem do you feel that shortages of qualified teachers in your school will be?

Base: All principals (N = 1004)

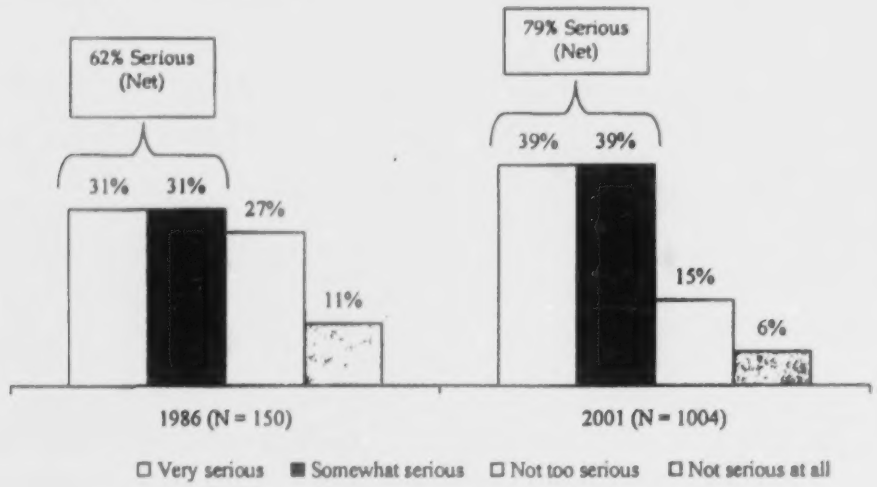


Exhibit 6.31

Whether Principals Would Advise Students to Teach

Q800: Given what you know about teaching in public schools today, please indicate to what degree you would advise a qualified student to pursue a career in teaching.

Base: All principals (N = 1004)

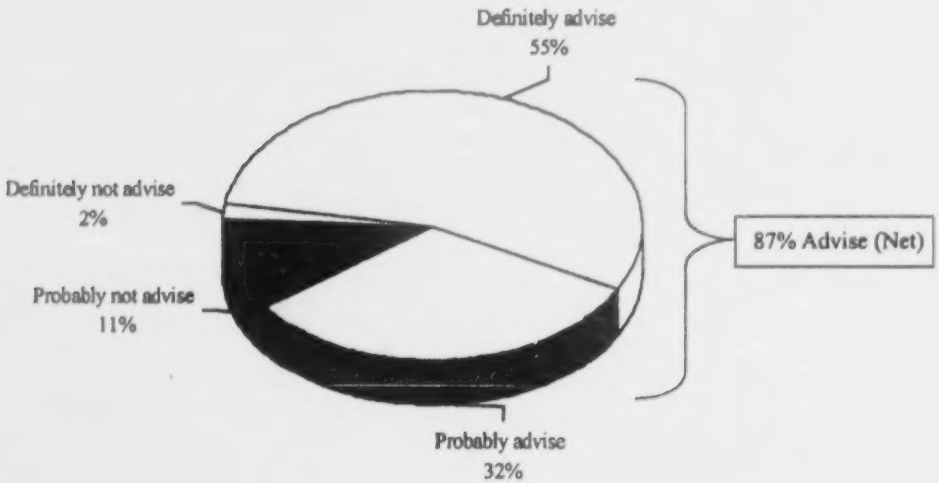


Exhibit 6.32
Principals' Reasons for Advising Teaching as a Career

Q810: Why would you advise a qualified student to pursue a career in teaching?
Base: Principals interviewed online who would advise teaching as a career (N = 146)

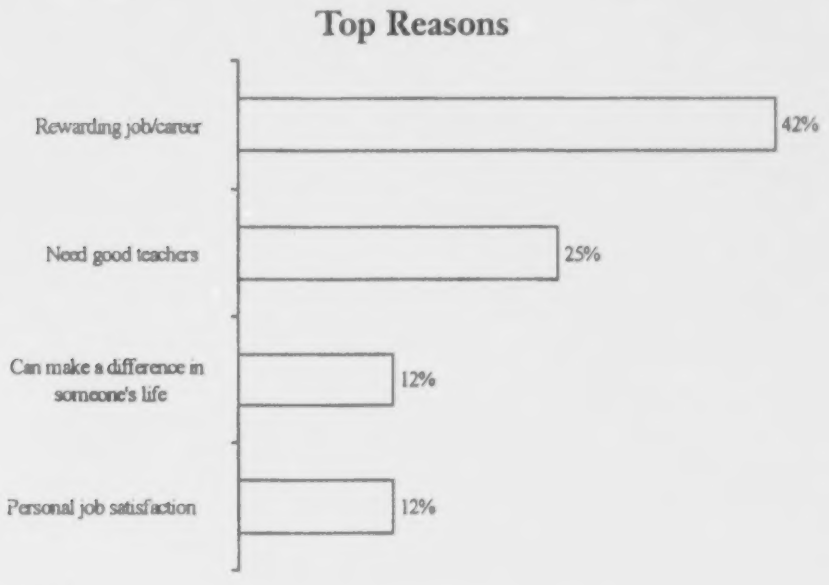


Exhibit 6.33
Principals' Reasons for Not Advising Teaching as a Career

Q810: Why would you not advise a qualified student to pursue a career in teaching?
Base: Principals interviewed online who would not advise teaching as a career (N = 52)

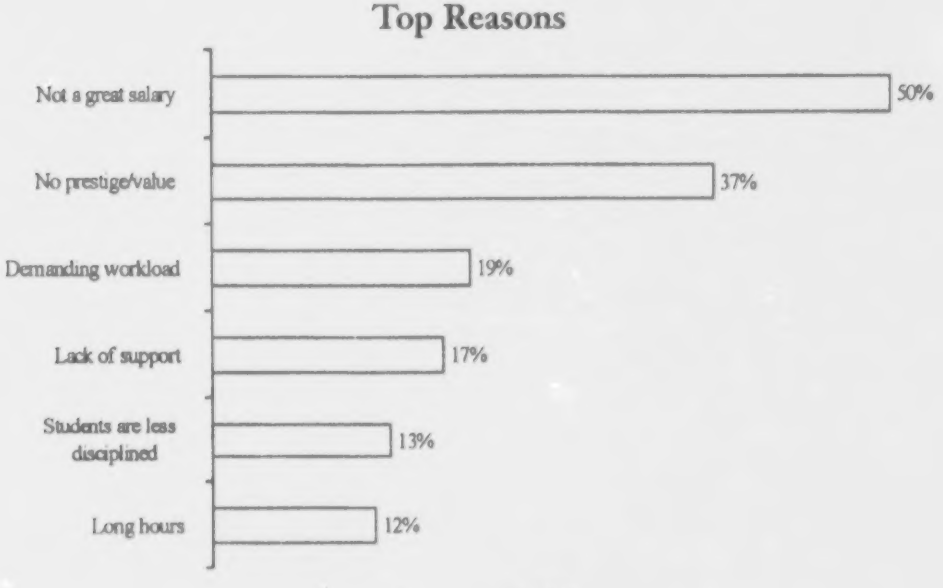


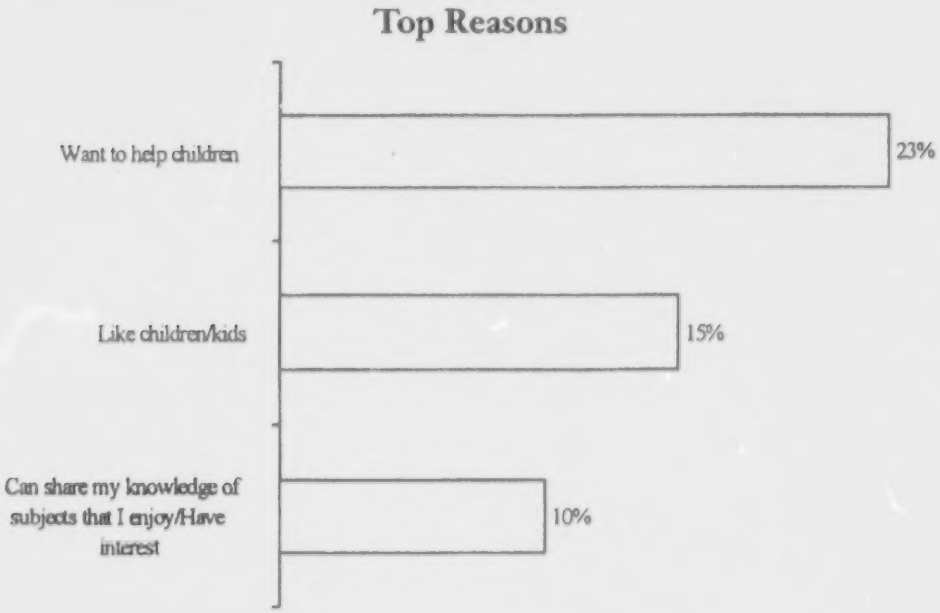
Exhibit 6.34
Students' Interest in Becoming a Teacher

Q600: How interested are you in becoming a teacher when you finish your education?
Base: All students

		Family Income			Grades In School		
	Total	Hard time buying things	Just enough or no problem	Can buy anything wanted	A's	B's & C's	D's & F's
Base:	2049	116	1625	300	1287	617	127
	%	%	%	%	%	%	%
Very/Somewhat interested (Net)	31	44	30	30	32	29	35
Very interested	11	11	10	11	11	9	15
Somewhat interested	20	33	20	19	21	20	19
Not very/Not at all interested (Net)	69	56	69	70	68	71	65
Not very interested	26	21	26	26	29	23	12
Not at all interested	43	35	44	43	38	48	54
No Answer	*	-	*	-	1	-	-

Exhibit 6.35
Why Students Want to Become a Teacher

Q610: Why do you want to become a teacher?
Base: Student interviewed online and interested in becoming a teacher (N = 448)



AMERICAN TEACHER

APPENDIX A — METHODOLOGY

METHODOLOGY

Student Sample

School Survey

A total of 763 public school students in grades 7 through 12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged 15 minutes in length and were conducted between March 19, 2001 and May 7, 2001.

The Harris national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the U.S. National Center of Education Statistics. Sample is drawn from a list of approximately 80,000 public, private and parochial schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. For this study, only public schools were selected. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades.

After sending a letter to principals soliciting their participation, Harris Interactive Inc. contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identified an individual class. For junior and senior high school, where students attend different classes for each subject, only English classes were used to make the selection. Since all students in all grades must study English, this ensures a more representative sample of students by academic track and level of achievement.

A number of steps were included in the consent process in order to maximize response rates. The alert letter contained a brief description of the survey process and some background information on the Harris organization and schools were offered an incentive to participate. In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials were mailed or sent via fax to the principal and/or other school officials.

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Harris Interactive Inc. mailed instructions, a set of questionnaires and materials for return mail to the teacher of the selected class. In addition, teachers were provided with guidelines for administering the survey. By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hope to ensure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point was the student asked to provide his or her name.

All interviews were carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data were removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions were sometimes left blank. Findings for each question are reported based on the total number of potential respondents in the sample. As an overall check, each questionnaire was reviewed to ensure that a majority of all possible responses had been completed.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 1286 public school students in grades 7 through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted between March 26, 2001 and April 5, 2001.

Sample was drawn from the Harris Poll Online database of approximately 7 million households who are registered as participants. In order to reach students in grades 7 through 12, the sample was drawn from the Youth Panel, which is a subset of the Harris Interactive Panel of Cooperative Respondents. Currently, there are nearly 500,000 HPOL members under the age of 18.

Email addresses for households in the database are obtained from participation in the following sources: Youth Panel web communities (HarrisZone.com and HarrisKidZone.com), Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being 13 to 18 years old and residing in the U.S.A.

Interviews were conducted using a self-administered, online questionnaire, via Harris's proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Agree", "Disagree", "Not sure"), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Weighting of Student Data

Data were weighted to reflect the national population of public school students in grades 7 through 12 for key demographic variables (grade, gender, race and region). Demographic weights were based on data from the U.S. National Center of Education Statistics. In addition, data collected online were weighted to key behavioral and attitudinal variables to align them with the data collected using the school methodology and to represent one-half of the total interviews.

Teacher Sample

Telephone Survey

The survey included a total of 513 interviews with a nationally representative sample of current public school teachers of grades K through 12 throughout the continental United States. Interviews averaged 15 minutes in length and were conducted between April 4, 2001 and May 3, 2001. Telephone interviews were conducted from Harris's telephone research center in Rochester, New York.

Harris drew a random sample of 7500 current public school teachers throughout the United States from a list compiled by Market Data Retrieval of Westport, Conn. Sample sites for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching at least part-time in a public school and currently teaches in grades K through 12. If the respondent passed the screen, an appointment was made to complete the interview at a time convenient for the teacher.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 760 public school teachers in grades K through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted March 26, 2001 and April 19, 2001.

Sample was drawn from the Harris Poll Online database of approximately 7 million households who are registered as participants in Harris's online database. Email addresses for households in the database are obtained from participation in the following sources: Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being a teacher or in the education profession and residing in the U.S.A.

Weighting of Teacher Data

Data collected online were weighted to key demographic and attitudinal variables to align it with the data collected using the telephone methodology.

Principal Sample

Telephone Survey

The survey included a total of 806 interviews with a nationally representative sample of current public school principals of grades K through 12 throughout the continental United States. Interviews averaged 15 minutes in length and were conducted between April 3, 2001 and May 7, 2001. Telephone interviews were conducted from Harris's telephone research center in Rochester, New York.

Harris drew a random sample of 7500 current public school principals throughout the United States from a list compiled by Market Data Retrieval of Westport, Conn. Sample sites for completed interviews were set for each state, based on statistics of public school principals in each state published by the U.S. National Center of Education Statistics.

AMERICAN TEACHER

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 198 public school principals in grades K through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted March 26, 2001 and April 19, 2001.

Sample was drawn from the Harris Poll Online database of approximately 7 million households who are registered as participants in Harris's online database. Email addresses for households in the database are obtained from participation in the following sources: Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being an education administrator, teacher or in the education profession and residing in the U.S.A.

Weighting of Principal Data

The sample was not weighted since its distribution by key variables already reflected the actual proportions in the population.

Telephone Interviewing Procedures (Teachers and Principals)

Interviewing for this study was conducted by Harris's professional interviewing staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The Harris computer assisted telephone interviewing system (CATI) permits on-line data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Provides," "Does not provide," "Not sure"), the CATI system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Harris's edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Online Interviewing Procedures (Teachers and Principals)

Interviews were conducted using a self-administered, online questionnaire, via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Agree", "Disagree", "Not sure"), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.

2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.

3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.1

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Exhibit A.2

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

APPENDIX B — THE QUESTIONNAIRES

HARRIS INTERACTIVE
155 Corporate Woods
Rochester, NY 14623

Project Manager:
email:
Phone:

J13704

March 12, 2001
NYCJ:\13xxx\137xx\13704 MetLife American Teacher\Edit Master\13704A Internet QA.doc

TEACHING AND LEARNING
DATASHEETED QUESTIONNAIRE: STUDENTS

TITLE FOR INITIAL SURVEY PAGE: Teaching and Learning

Field Period: 3/19/01 - 5/7/01

SUBJECTS FOR STUDY

Section 100: Demographics
Section 200: The School
Section 300: The Students and The Teacher
Section 400: The Principal, Other Teachers, and Parents
Section 500: Quality Teaching
Section 600: Teaching as a Career
Section 700: Soft Exits
Section 100 continued . . .: Sweepstakes questions

Proprietary Questions Not To Be Released:	None
Harris Interactive-approved Results Items:	Q200-Q270
Harris Interactive-approved Soft Exit Items:	SECTION 700
Place Status Bars:	(Dynamic)
Time Indicators:	Time/date stamps at beginning and end of survey, elapsed time (in seconds) to Q300 and Q100
Number of Response Equivalents (REs):	105
Estimated Survey Duration:	13 minutes
Template:	HZ
TTT Code (Q23):	139999

[PROGRAMMER NOTE: PLEASE ENSURE THAT ALL MISSING DATA IS REPRESENTED IN SPSS DATA SET AS OUT OF RANGE NEGATIVE NUMBERS]

SECTION 100: DEMOGRAPHICS

[PROGRAMMER NOTE: DISPLAY Q102 AND Q103 ON ONE PAGE]

BASE: ALL RESPONDENTS

Q102 Thank you for taking part in this important study. We are conducting this survey to learn more about the opinions and experiences of junior and senior high school students nationwide.

<P>You will be answering several types of questions. Some of these questions will be about families. Families consist of many different people: mothers, fathers, grandparents, sisters and brothers. In this study, there are some questions about mothers and fathers. However, not all families are alike. For example, some families only have one parent and some families have a mother and a father.

<P>For questions that ask about your mother, please answer about your mother or the person who fills that role for you, such as a stepmother or grandmother. If no one fills that role for you, please select that answer.

<P>For questions that ask about your father, please answer about your father or the person who fills that role for you, such as a stepfather or grandfather. If no one fills that role for you, please select that answer.

Thank you very much for your help with this very important project!

BASE: ALL RESPONDENTS

Q103 How old are you?

|__|__|

[RANGE 8 - 99]

21	Age 13
17	Age 14
18	Age 15
17	Age 16
16	Age 17
7	Age 18
*	Age 19
3	NA

Mean = 15.1

[PROGRAMMER NOTE: IF AGE 13-20 (Q103/13 - 20), THEN ASK Q110; ALL OTHERS SKIP TO Q109]

BASE: 13 - 20 YEARS (Q103/13 - 20)

Q110 Are you a boy or a girl?

51	Boy
49	Girl

BASE: 13 - 20 YEARS (Q103/13 - 20)

Q114 What grade are you in?

-	6th grade or less	[JUMP TO Q109]
18	7th grade	
17	8th grade	
19	9th grade	
17	10th grade	
15	11th grade	
14	12th grade	
-	None of these	[JUMP TO Q109]

[PROGRAMMER NOTE: ASK Q123 IF RESPONDENT IN GRADES 7-12 (Q114/02-07), OTHER JUMP TO Q109]

BASE: IN GRADES 7 - 12 (Q114/02-07)

Q123 Is the school you go to a public school or a private school or parochial school?

[SINGLE RESPONSE]

100	Public
-	Private or parochial
-	I am homeschooled

BASE: IN GRADES 7 - 12 (Q115/02-07) AND GO TO PRIVATE/PAROCHIAL OR PUBLIC SCHOOL (Q123/1-2)

Q125 Is the school you go to . . .

[SINGLE RESPONSE]

31	In an urban or city area
36	In a suburban area next to a city
33	In a small town or rural area

BASE: ALL RESPONDENTS

Q109 In what country do you live?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

[PROGRAMMER NOTE: ASK Q160 IF US (Q109/244), OTHER WISE JUMP TO PROGRAMMER NOTE BEFORE Q166]

BASE: U.S. RESPONDENTS (Q109/244)

Q160 In what state or territory do you currently live?

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: U.S. RESPONDENTS (Q109/244)
Q163 What is your zip code? <I> *Please enter only the first five digits.* </I>

[PROGRAMMER NOTE: ALLOW ONLY 5 DIGIT, NUMERIC CODE]

|_|_|_|_|_|

[PROGRAMMER NOTE: DISPLAY Q166 AND Q169 ON ONE SCREEN]

[PROGRAMMER NOTE: ASK Q166 IF CANADIAN (Q109/42), OTHERWISE JUMP TO PROGRAMMER NOTE BEFORE Q135]

BASE: CANADIAN RESPONDENTS (Q109/42)
Q166 In what province or territory do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

BASE: CANADIAN RESPONDENTS (Q109/42)
Q169 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE]

|_|_|_|_|_|_|_|_|_|_|

[PROGRAMMER NOTE: IF NON-U.S., NON-CANADIAN RESPONDENT (Q109/NOT 244, NOT 42), ASK Q170. OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q136.]

BASE: NON-U.S./CANADIAN RESPONDENTS (Q109/ NOT 244 AND NOT 42)
Q170 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE]

|_|_|_|_|_|_|_|_|_|_|

IF QUALIFIED RESPONDENT (IN U.S. AND GRADES 7 - 12 AND GO TO PUBLIC OR PRIVATE/PAROCHIAL) (Q114/02-07, Q123/1-2 AND Q109/U.S.244), THEN ASK Q136;
ALL OTHERS, SKIP TO Q700

[PROGRAMMER NOTE: DISPLAY Q136 AND Q140 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS
Q136 Who are the adults that you live with <U>most</U> of the time?

[SINGLE RESPONSE]

61	Your mother and your father
9	Your mother and your stepfather
3	Your father and your stepmother
18	Your mother only
2	Your father only
2	One of your parents and his or her companion
2	Your grandparents, aunts, uncles, etc.
1	Some other adults (for example, guardians, foster parents, a group home)
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q140 How many brothers or sisters under the age of 18 do you live with most of the time? Do not count yourself. <I>*If "None", please enter "0."*</I>

|__|__|

[RANGE 0-20]

33	None
39	1
16	2
12	3 or more

Mean = 1.2

[PROGRAMMER NOTE: DISPLAY Q175 AND Q145 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q175 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

14	Yes, of Hispanic origin
78	No, not of Hispanic origin
8	Decline to answer
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q145 What is your race or ethnic background?

70	White	
15	Black or African-American	
2	Asian, Asian Indian, or Pacific Islander	
1	Native American or Alaskan Native	
9	Other	[SPECIFY AT Q147]
2	Decline to answer	
*	NA	

[PROGRAMMER NOTE: ASK Q147 IF OTHER (Q145/96), OTHERWISE JUMP TO Q150]

BASE: OTHER RACE (Q145/96)

Q147 What is your race or ethnic background?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q150 What grades do you usually get?

18	Mostly A's
38	Mostly A's and B's
9	Mostly B's
22	Mostly B's and C's
4	Mostly C's
6	Mostly C's and D's
*	Mostly D's
2	Mostly D's and F's
1	My school does not use grades
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q155 How much education has your <U>mother</U> completed?

28	High school or less
21	Some college or vocational school after high school
8	Two year community college degree
19	Four year college/university degree
11	Graduate or professional degree beyond college
*	No one fills the role of mother in my family
13	Not sure
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q160 How much education has your <U>father</U> completed?

25	High school or less
18	Some college or vocational school after high school
5	Two year community college degree
18	Four year college/university degree
13	Graduate or professional degree beyond college
2	No one fills the role of father in my family
18	Not sure
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q165 Which one of the following statements <U>best</U> describes your family situation?

6	My family has a hard time buying the things we need
24	My family has just enough money for the things we need
55	My family has no problem buying the things we need, and sometimes we can also buy special things
15	My family has enough money to buy pretty much anything we want
1	NA

BEST COPY AVAILABLE

BASE: ALL QUALIFIED RESPONDENTS

Q173 Which language do you feel most comfortable speaking? <I>*Please check only one answer.*</I>

97	English
1	Spanish
1	Another language
1	Decline to answer
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q176 Which language do your parents feel most comfortable speaking?

	Q177	1 English	2 Spanish	3 Another Language	4 No One Fills That Role In My Family	9 Decline to Answer	NA
1	Mother	91	4	3	*	1	1
2	Father	86	4	3	4	2	1

BASE: ALL QUALIFIED RESPONDENTS

Q113 Excluding email, how many hours a week do you spend on the Internet or World Wide Web?

[RANGE: 0-168]

|_|_|_|

	Internet	Paper
0 hours	2	16
1-7 hours	52	56
8-14 hours	22	12
15-21 hours	14	6
22-28 hours	3	1
29-35 hours	3	1
36-42 hours	1	*
43+ hours	3	3
NA	-	5
Mean =	11.0	7.3

SECTION 200: THE SCHOOL

[PROGRAMMER NOTE: DISPLAY Q200-Q210 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q200 Do you like school, or not?

61	Yes, I like school
38	No, I do not like school
1	NA

BASE: ALL QUALIFIED RESPONDENTS

Q210 How often do you participate in class?

48	Very often
44	Sometimes
8	Hardly ever
1	Never
*	NA

[PROGRAMMER NOTE: DISPLAY Q220-Q240 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q220 How much do you agree or disagree with the following statement: I have high expectations for my future.

69	Strongly agree
26	Somewhat agree
3	Somewhat disagree
1	Strongly disagree
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q230 How much do you think your school is helping to prepare you for a successful future?

47	A lot
45	A little
7	Not at all
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q240 How would you rate the academic standards at your school?

38	High
52	Medium
10	Low
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q250 Thinking about your school, how much do you agree or disagree with the following? Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

Q251

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	NA
Teachers in my school have high expectations for all students.	25	54	15	6	*
Students in my school care about learning and getting a good education.	7	45	37	11	*
Classes in my school are challenging.	23	53	18	6	*
Many students in my school are promoted to the next grade without really being ready.	16	33	29	22	1

BASE: ALL QUALIFIED RESPONDENTS

Q260 Overall, how much do teachers encourage you to do your best?

42	Very much
42	Somewhat
12	Not very much
2	Not at all
1	Not sure

BASE: ALL QUALIFIED RESPONDENTS

Q270 To what extent do the following characteristics describe your school? Does this describe your school very much, some what or not at all?

Q271

	1 Very Much Describes My School	2 Somewhat Describes My School	3 Does Not Describe My School At All	NA
1 Is clean	37	53	10	*
2 Is safe	47	45	7	*
3 Has enough classrooms	54	32	14	*
4 Is too noisy for students to be able to concentrate	14	43	43	*

BASE: ALL QUALIFIED RESPONDENTS

Q280 How many teachers do you have this school year? Please include classroom teachers only. Do <U>not</U> include teachers that you only see on a one-on-one basis.

[RANGE: 1-20]

|_|_|

10	Less than 5
8	5 teachers
20	6 teachers
26	7 teachers
18	8 teachers
6	9 teachers
4	10 teachers
2	11 teachers
2	12 teachers
1	13 teachers
*	14 teachers
3	15 or more teachers

Mean = 7.4

BASE: ALL QUALIFIED RESPONDENTS

Q290 Thinking about your relationship with your teachers, are the following statements mostly true or mostly false?

Q291

	Mostly True	Mostly False	NA
1 My teachers don't understand me.	34	65	1
2 My teachers are not helpful.	15	84	1
3 My teachers like me.	85	14	1
2 I respect my teachers.	88	11	1
3 My teachers know my name.	98	2	1

SECTION 300: THE STUDENTS & THE TEACHER

BASE: ALL QUALIFIED RESPONDENTS

Q300 How much do you agree or disagree with the following?

Q301

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	NA
1 All children can learn.	64	28	6	2	*
2 Students who don't have basic skills by junior high or middle school will never be able to catch up.	13	32	34	21	*
3 If teachers have high expectations, students will rise to meet them.	19	47	24	9	*

BASE: ALL QUALIFIED RESPONDENTS

Q310 How well does each of the following statements describe you? Is this a lot like you, somewhat like you, not much like you or not at all like you?

Q311

	1 A Lot Like Me	2 Somewhat Like Me	3 Not Much Like Me	4 Not At All Like Me	NA
1 I really want to learn.	53	41	5	1	*
2 My parents need to be more involved in what I am learning in school.	13	22	36	28	1
3 I often need extra help with school work.	12	25	34	29	*
4 It's often hard for me to pay attention in class because I'm worrying about problems at home.	10	15	24	51	*
5 I could have learned more at school this year.	32	33	24	11	*

BASE: ALL QUALIFIED RESPONDENTS

Q320 Thinking about a typical school day, how much do you agree or disagree with the following statements?

Q321

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	NA
1 My teachers make learning exciting and fun.	12	47	26	15	*
2 I like my teachers.	32	52	12	4	*
3 I enjoy my classes.	26	47	18	8	1
4 My classes are too easy.	9	25	42	23	*
5 My teachers don't pay enough attention to me.	7	21	39	34	*

BASE: ALL QUALIFIED RESPONDENTS

Q330 How much would the following steps help you to be a better student?

Q331

	Help A Lot	Help A Little	Not Help At All	NA
1 More one-on-one attention from teachers	40	46	14	*
2 More help from my parents with schoolwork	16	43	41	*
3 More examples of how the things I learn in school matter in the real world	57	32	11	*
4 Classes that are more challenging	27	44	29	*

SECTION 400: THE PRINCIPAL, OTHER TEACHERS AND PARENTS

BASE: ALL QUALIFIED RESPONDENTS

Q400 During this school year, how satisfied have you been in your relationships with the following people in your <u> school life</u>? Have these school relationships been very satisfying, somewhat satisfying, somewhat unsatisfying, or very unsatisfying?

Q401

		Very Satisfying	Somewhat Satisfying	Somewhat Unsatisfying	Very Unsatisfying	NA
1	Other students	44	41	11	5	*
2	Your teachers	27	53	15	5	*
3	Your principal	25	36	18	20	1
4	Your parents	55	30	9	5	*

[PROGRAMMER NOTE: DISPLAY Q410-Q420 ON ONE PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q410 How good or bad do your <U>teachers</U> expect your schoolwork to be? Do your teachers expect your schoolwork to be . . .?

35	Excellent
47	Good
9	Just OK
1	Poor
8	I don't know what my teachers expect
*	NA

BASE: ALL QUALIFIED RESPONDENTS

Q420 How good or bad do your <U>parents</U> expect your schoolwork to be . . .?

59	Excellent
32	Good
4	Just OK
*	Poor
4	I don't know what my parents expect
1	NA

BASE: ALL QUALIFIED RESPONDENTS

Q430 Which of the following statements best describe your teachers' expectations for you as a student?

41	My teachers' expectations for me are <u>higher </u>than what I think I can do.
17	My teachers' expectations for me are <u>lower</u> than what I think I can do.
41	My teachers' expectations for me are <u>the same</u> as my expectations.

BASE: ALL QUALIFIED RESPONDENTS

Q440 How much do you agree or disagree with the following statements?

Q441

	1 Strongly Agree	2 Somewhat Agree	3 Somewhat Disagree	4 Strongly Disagree	NA
1 My principal makes my school a place where students want to be involved in classes and activities	18	37	23	18	4
2 My principal makes my school a safer place.	28	39	17	12	4
3 My principal makes my school a place where learning is important.	33	39	15	10	3
4 My principal cares about all of the students at my school.	36	29	16	15	4
5 I don't really know what my principal does for my school.	26	21	18	29	7

SECTION 500: QUALITY TEACHING

BASE: ALL QUALIFIED RESPONDENTS

Q500 Thinking about the things that get in the way of learning, how much of a problem are the following in your classes? Is this a big problem, somewhat of a problem or not a problem at all?

Q501

	1 A Big Problem	2 Somewhat Of A Problem	3 Not A Problem At All	NA
1 Classes with too many students	21	42	36	*
2 Students who interrupt class with bad behavior	40	43	17	*
3 Teachers not knowing students as individuals	25	38	37	*

BASE: ALL QUALIFIED RESPONDENTS

Q510 The following is a list of several aspects of teaching. For each item, how would you grade your teachers? Would you give your teachers an A, B, C, D or F?

Q511

	1 A	2 B	3 C	4 D	5 F	8 Not Sure	NA
1 Knowing their subject areas	56	30	9	2	1	2	*
2 Believing all children can learn	39	34	15	5	4	3	*
3 Caring about students	35	31	20	7	5	2	*
4 Maintaining discipline in the classroom	24	38	22	9	5	2	*
5 Teaching individual students according to their different needs and abilities	19	27	21	13	17	4	*

BASE: ALL QUALIFIED RESPONDENTS

Q520 Thinking about these aspects of teaching, which one do you think is <u> most</u> important?

25 Knowing the subject areas
15 Believing all children can learn
19 Caring about students
4 Maintaining discipline in the classroom
27 Teaching individual students according to their different needs and abilities
2 Something else [SPECIFY AT Q530]
7 NA

[PROGRAMMER NOTE: IF SOMETHING ELSE (Q520/6) ASK Q530. ALL OTHERS JUMP TO Q600]

BASE: RESPONDENTS WHO THINK SOMETHING ELSE IS IMPORTANT (Q520/6)

Q530 Which aspect of teaching is most important?

[TEXT BOX]

SECTION 600: TEACHING AS A CAREER

BASE: ALL QUALIFIED RESPONDENTS

Q600 How interested are you in becoming a teacher when you finish your education?

11	Very interested	ASK Q610
20	Somewhat interested	ASK Q610
26	Not very interested	JUMP TO Q620
43	Not at all interested	JUMP TO Q620
*	NA	

BASE: INTERESTED IN BECOMING A TEACHER (Q600/1-2)

Q610 Why do you want to become a teacher?

BASE: ALL QUALIFIED RESPONDENTS

Q620 What would you like people to know about what it's like being a student in public school in America today?

[TEXT BOX]

[PROGRAMMER NOTE: IF UNQUALIFIED RESPONDENT ASK Q700, OTHERS JUMP TO Q104]

HARRIS INTERACTIVE
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Rochester, NY 14623

Project Manager:
email:
Phone:

J13704

March 12, 2001
J:\J137xx\J13704\Metlife American Teacher\Edit Master\WP EM\W13704B_T&P DS

DATASHEETED QUESTIONNAIRE: TEACHERS AND PRINCIPALS
TITLE FOR INITIAL SURVEY PAGE: Teaching and Learning

Field Period: March 26, 2001 - May 7, 2001

SUBJECTS FOR STUDY

Section 200: Screeners
Section 300: The School
Section 400: The Students and The Teacher
Section 500: The Principal, Other Teachers, and Parents
Section 600: Quality Teaching
Section 700: Teacher Preparedness and Professional Development
Section 800: Teaching as a Career/Job Satisfaction
Section 900: Soft Exits
Section 1000: School Demographics
Section 1100: Teacher & Principal Demographics

Proprietary Questions Not To Be Released:	None
Harris Interactive-approved Results Items:	Q300-Q370
Harris Interactive-approved Soft Exit Items:	SECTION 900
Place Status Bars:	(Dynamic)
Time Indicators:	Time/date stamps at beginning and end of survey, elapsed time (in seconds) to Q300 and Q180
Number of Response Equivalents (REs):	122
Estimated Survey Duration:	15 minutes
Template:	HPOL
TTT Code (Q23):	139999 (132, 137)
HPOL Respondent ID	(122, 129)

Q5 Sample Type

(130)
1 Teacher
2 Education Administrator
3 Education Industry

SECTION 200: SCREENING/INTRO QUESTIONS

[PROGRAMMER: DISPLAY Q109 AND Q200 ON THE SAME PAGE]

BASE: ALL RESPONDENTS

Q109 Thank you for participating in this survey.

<P>First, please answer a few background questions.

<P>In what country do you live?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

(155, 157)

BASE: ALL RESPONDENTS

Q200 Which of the following best describes your current occupation?

(178)

1	Teacher (K-12)
2	Principal (K-12)
3	Other type of school administrator
4	Guidance counselor
7	None of these

[PROGRAMMER NOTE: IF Q109/NOT 244, PLEASE JUMP TO Q260 and mark as not qualified]
[PROGRAMMER: IF RESPONDENT IS A TEACHER (Q200/1) ASK Q210, IF A PRINCIPAL (Q200/2) JUMP TO Q240, OTHERS JUMP TO Q260 and mark as not qualified]

[PROGRAMMER: DISPLAY Q210 AND Q220 ON THE SAME PAGE]

BASE: TEACHERS (Q200/1) AND LIVE IN U.S. (Q109/244)

Q210 Do you currently teach in a public school, or not?

(179)

100	Yes, teach in a public school
-	No, do not teach in a public school
-	Not sure
-	Decline to answer

BASE: TEACHERS (Q200/1) AND LIVE IN U.S. (Q109/244)

Q220 Do you currently teach at least part-time in the classroom, or not?

(180)

100	Yes, teach at least part-time in the classroom
-	No, do not teach at least part-time in the classroom
-	Not sure
-	Decline to answer

BASE: TEACHERS (Q200/1) AND LIVE IN U.S. (Q109/244)

Q230 What grade do you teach? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

(209)

19	Kindergarten
20	First grade
20	Second grade
21	Third grade
20	Fourth grade
21	Fifth grade
19	Sixth grade
17	Seventh grade
18	Eighth grade

(210)

18	Ninth grade
19	Tenth grade
20	Eleventh grade
19	Twelfth grade

[PROGRAMMER NOTE: ASK Q240 IF Q200/2 AND Q109/244, OTHERWISE JUMP TO Q260]

BASE: PRINCIPALS (Q200/2) AND LIVE IN U.S. (Q109/244)

Q240 Are you currently a principal in a public school, or not?

(211)

100	Yes, principal in a public school
-	No, not a principal in a public school
-	Not sure
-	Decline to answer

BASE: PRINCIPALS (Q200/2) AND LIVE IN U.S. (Q109/244)

Q250 Is your school an elementary school, a junior high or middle school, or a senior high school? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

(212)

62	Elementary school
28	Junior high or middle school
26	Senior high school
-	Not sure
-	Decline to answer

BASE: ALL RESPONDENTS

Q260 Respondent status

[DO NOT DISPLAY ON SCREEN]

(213)

Qualified
Not qualified

[QUALIFIED RESPONDENT= TEACHERS OR PRINCIPALS (Q200/1 OR Q200/2) WHO LIVE IN THE U.S. (Q109/244)]

[ASK Q300 IF QUALIFIED RESPONDENT (Q260=1), - OTHERS JUMP TO Q900]

SECTION 300: THE SCHOOL

BASE: ALL QUALIFIED RESPONDENTS

Q300 [DO NOT DISPLAY ON SCREEN]
Principal/Teacher dummy variable

(214)

Principal (Q200/2)
Teacher (Q200/1)

BASE: ALL QUALIFIED RESPONDENTS

Q305 How would you rate the academic standards at your school?

(215)

	Teachers	Principals
High	70	77
Medium	27	20
Low	4	2
Not sure	-	*
Decline to answer	-	*

BASE: ALL QUALIFIED RESPONDENTS

Q310 Thinking about your school, how much do you agree or disagree with the following?

Q311

[RANDOMIZE]

			Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Sure	Decline to Answer
(216)	1	Teachers in my school have high expectations for all students						
		Teachers	3	8	40	49	-	-
		Principals	1	4	30	65	-	-
(217)	2	Learning and education is valued by the students in my school						
		Teachers	5	16	56	23	-	-
		Principals	1	7	47	44	*	-
(218)	3	My school has a curriculum that challenges students						
		Teachers	4	6	36	54	-	-
		Principals	1	2	24	72	-	-
(219)	4	Teachers in my school are very committed to teaching						
		Teachers	2	3	28	68	-	-
		Principals	1	2	20	78	-	-
(220)	5	Teachers in my school have control of what and how they teach in class [DISPLAY ONLY IF Q300/1]						
		Principals	2	8	48	41	*	*

BASE: ALL QUALIFIED RESPONDENTS

Q320 To what extent do the following characteristics describe your school?

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT]

Q321

[RANDOMIZE]

			Very Much Describes My School	Somewhat Describes My School	Does Not Describe My School At All	Not Sure	Decline to Answer
(221)	1	Is clean					
		Teachers	62	32	7	-	-
		Principals	75	23	2	-	-
(222)	2	Is safe					
		Teachers	72	26	2	-	-
		Principals	88	12	1	-	-
(223)	3	Has enough classrooms					
		Teachers	33	41	26	-	-
		Principals	47	38	15	*	-
(224)	4	Is too noisy for students to be able to concentrate					
		Teachers	6	26	68	-	-
		Principals	2	11	87	*	-

SECTION 400: THE STUDENTS & THE TEACHER

BASE: ALL QUALIFIED RESPONDENTS

Q400 How much do you agree or disagree with the following?

Q401

[RANDOMIZE]

			Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Sure	Decline to Answer
(225)	1	All children can learn						
		Teachers	1	4	15	80	-	-
		Principals	1	1	9	89	*	*
(226)	2	Students who don't have basic skills by junior high or middle school will never be able to catch up						
		Teachers	13	31	40	16	*	-
		Principals	19	30	39	12	*	*
(227)	3	If teachers have high expectations, students will rise to meet them						
		Teachers	1	4	30	66	-	-
		Principals	*	1	24	74	-	-
(228)	4	Many students in my school are promoted to the next grade without really being ready						
		Teachers	21	26	37	14	1	*
		Principals	48	27	20	4	1	*

BASE: ALL QUALIFIED RESPONDENTS

Q405 [TEXT SUBSTITUTION] [DO NOT DISPLAY ON SCREEN]
[PROGRAMMER: IF PRINCIPAL (Q300/1) ASSIGN CODE 1. IF TEACHER (Q300/2) ASSIGN CODE 2.]

(229)
1 students in your school
2 of your students

BASE: ALL QUALIFIED RESPONDENTS

Q410 How many [TEXT SUBSTITUTION, BASED ON Q405] . . . ?

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT, ANCHORING 8]

Q411

			All	Most	Some	Very Few	None At All	Not Sure	Decline to Answer
[		RANDOMIZE]							
(230)	1	Have parents who need to be more involved in what their children are learning in school							
		Teachers	8	36	45	11	*	*	-
		Principals	6	35	49	9	1	*	*
(231)	2	Need social support services							
		Teachers	3	16	55	24	1	1	-
		Principals	3	18	58	21	1	*	*
(232)	3	Need extra help with school work							
		Teachers	6	21	62	10	*	*	-
		Principals	3	19	70	7	-	*	*
(233)	4	Will achieve their full academic potential for this school year							
		Teachers	4	67	23	6	*	*	-
		Principals	3	73	22	2	*	*	*

[PROGRAMMER NOTE: ASK Q420 IF Q300/2, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q430]

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q420 Thinking about a typical school day, how much do you agree or disagree with the following statements?

Q421

			Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Sure	Decline to Answer
		[RANDOMIZE]						
(234)	1	I'm passionate about teaching *Teachers*	*	1	19	79	-	-
(235)	2	I have control of what and how I teach in class *Teachers*	2	7	40	51	*	*
(236)	3	I like my students *Teachers*	*	*	12	87	-	-
(237)	4	I feel frustrated and unappreciated at my job *Teachers*	32	26	31	10*	*	-
(238)	5	I feel successful at my job *Teachers*	1	4	41	54	-	-

[PROGRAMMER NOTE: ASK Q430 IF Q300/1, OTHERS JUMP TO Q505]

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q430 Thinking about a typical school day, how much do you agree or disagree with the following statements?

Q431

			Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Sure	Decline to Answer
		[RANDOMIZE]						
(239)	1	I feel frustrated and unappreciated at my job *Principals*	51	25	20	4	-	-
(240)	2	I feel successful at my job *Principals*	*	2	35	62	-	-
(241)	3	I enjoy working with the teachers and other staff at my school *Principals*	*	*	14	85	*	-

SECTION 500: THE PRINCIPAL, OTHER TEACHERS AND PARENTS

BASE: ALL QUALIFIED RESPONDENTS

Q505 [TEXT SUBSTITUTION]
[PROGRAMMER: IF PRINCIPAL (Q300/1) ASSIGN CODE 1. IF TEACHER (Q300/2) ASSIGN CODE 2.]

(249)
1 principal
2 teacher

BASE: ALL QUALIFIED RESPONDENTS

Q503 [TEXT SUBSTITUTION]
[PROGRAMMER: IF PUBLIC SCHOOL (Q210/1 OR Q240/1) ASSIGN CODE 1. IF NOT PUBLIC (Q210/2 OR Q240/2) LEAVE AS BLANK]

(248)
1 public

BASE: ALL QUALIFIED RESPONDENTS

Q500 During this school year, how satisfying or unsatisfying has your experience been as a [TEXT SUBSTITUTION, BASED ON Q503] school [TEXT SUBSTITUTION, BASED ON Q505] working with the following people?

	Q501	Very Unsatisfying	Somewhat Unsatisfying	Somewhat Satisfying	Very Satisfying	Not Sure	Decline to Answer
	[RANDOMIZE]						
(242)	1 Your students						
	Teachers	1	4	32	63	-	-
	Principals	*	1	18	80	-	-
(243)	2 Other teachers in your school [DISPLAY ONLY IF Q300/2]						
	Teachers	2	7	40	51	-	-
(244)	3 Your principal [DISPLAY ONLY IF Q300/2]						
	Teachers	8	13	34	45	-	*
(245)	4 Other administrators [DISPLAY ONLY IF Q300/1]						
	Principals	1	6	38	55	1	-
(246)	5 Teachers in your school [DISPLAY Q300/1]						
	Principals	1	2	33	64	*	-
(247)	6 Parents						
	Teachers	4	16	55	26	-	-
	Principals	2	9	52	37	-	-

BASE: ALL QUALIFIED RESPONDENTS

Q510 How much do you agree or disagree with the following statement:

My job tasks and responsibilities are clearly defined.

(250)	Teachers	Principals
Strongly disagree	6	5
Somewhat disagree	13	15
Somewhat agree	32	43
Strongly agree	49	37
Not sure	-	*
Decline to answer	-	-

[PROGRAMMER NOTE: ASK Q520 IF A PRINCIPAL Q300/1, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q525]

BASE: PUBLIC SCHOOL PRINCIPALS (300/1)

Q520 How similar are your expectations for teaching to your teachers' expectations for teaching?

	(251)
*	Not at all similar
3	Not very similar
36	Somewhat similar
60	Very similar
*	Not sure
-	Decline to answer

[PROGRAMMER NOTE: ASK Q525 IF A TEACHER Q300/2, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q540]

BASE: PUBLIC SCHOOL TEACHERS (300/2)

Q525 How similar are your principal's expectations for teaching to your own expectations for teaching?

	(252)
4	Not at all similar
6	Not very similar
29	Somewhat similar
58	Very similar
4	Not sure
-	Decline to answer

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q530 The following is a list of several roles of a principal. For each item, please indicate how you would grade t he principal of your school.

Q531

			A	B	C	D	F	Not Sure	Decline to Answer
		[RANDOMIZE]							
(253)	1	Allocating time and resources for professional development							
		Teachers	42	31	15	6	3	2	*
(254)	2	Maintaining discipline and safety							
		Teachers	45	30	14	6	4	*	*
(255)	3	Creating a supportive environment for teaching and learning							
		Teachers	44	28	14	8	6	*	*
(256)	4	Managing the school's budget and obtaining additional funds							
		Teachers	46	27	12	5	3	7	*
(257)	5	Supporting parents' involvement in their children's education							
		Teachers	55	25	12	6	1	1	*

[PROGRAMMER NOTE: ASK Q540 IF Q300/1, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q600]

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q540 The following is a list of several roles of a principal. For each item, please indicate how important this is in being a good principal.

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT]

Q541

			Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Not Sure	Decline to Answer
		[RANDOMIZE]							
(258)	1	Allocating time and resources for professional development							
		Principals	45	43	12	1	-	*	-
(259)	2	Maintaining discipline and safety							
		Principals	79	19	1	*	-	-	*
(260)	3	Creating a supportive environment for teaching and learning							
		Principals	81	18	*	-	-	-	-
(261)	4	Managing the school's budget and obtaining additional funds							
		Principals	36	45	18	1	*	*	-
(262)	5	Supporting parents' involvement in their children's education							
		Principals	58	37	6	*	-	-	-

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q550 Thinking about the obstacles you face as a school principal, how much of a problem are the following for you?

Q551

			A Big Problem	Somewhat Of A Problem	Not a Problem At All	Not Sure	Decline to Answer
		[RANDOMIZE]					
(263)	1	Frequent turnover of teachers					
		Principals	6	31	63	*	-
(264)	2	Lack of high quality teachers					
		Principals	10	44	46	-	*
(265)	3	Students with problems such as hunger, poverty or troubled family lives					
		Principals	27	61	12	-	*

SECTION 600: QUALITY TEACHING

[PROGRAMMER NOTE: ASK Q600 IF A TEACHER (Q300/2), OTHERWISE JUMP TO Q610]

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q600 Thinking about the obstacles you face in teaching, how much of a problem are the following for you?

			A Big Problem	Somewhat Of A Problem	Not a Problem At All	Not Sure	Decline to Answer
		[RANDOMIZE]					
(266)	1	Lack of support from other teachers					
		Teachers	3	25	72	-	-
(267)	2	Students with discipline problems					
		Teachers	22	57	22	-	-
(268)	3	Students with problems such as hunger, poverty or troubled family lives					
		Teachers	21	61	19	*	-
(269)	4	Not having enough time to get to know students as individuals					
		Teachers	9	35	56	-	-

BASE: ALL QUALIFIED RESPONDENTS

Q610 The following is a list of several aspects of teaching. For each item, please indicate how you would grade the teachers in your school.

		Q611	A	B	C	D	F	Not Sure	Decline to Answer
		[RANDOMIZE]							
(270)	1	Knowing their subject areas							
		Teachers	63	31	5	1	*	1	*
		Principals	65	32	3	*	-	*	-
(271)	2	Believing all children can learn							
		Teachers	41	41	15	2	1	1	*
		Principals	45	45	9	1	1	*	-
(272)	3	Caring about students							
		Teachers	63	28	7	1	*	*	*
		Principals	73	23	4	1	-	-	-
(273)	4	Maintaining discipline in the classroom							
		Teachers	33	49	14	3	*	1	*
		Principals	48	45	6	1	*	-	-
(274)	5	Teaching individual students according to their different needs and abilities							
		Teachers	25	48	21	4	1	1	*
		Principals	22	57	16	3	1	*	-

SECTION 700: TEACHER PREPAREDNESS & PROFESSIONAL DEVELOPMENT

[PROGRAMMER NOTE: ASK Q700 IF Q300/1, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q710]

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q700 How would you describe the preparation of teachers in your school in the following areas?

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT]

Q701

[RANDOMIZE]

		More Than Adequate	Adequate	Less Than Adequate	Not Sure	Decline to Answer
(275) 1	Being able to teach all the subjects in their curriculum					
	Principals	43	51	5	*	-
(276) 2	Being able to implement curriculum and performance standards					
	Principals	41	53	6	*	-
(277) 3	Addressing the needs of English as a Second Language students or students with different ethnic or cultural backgrounds					
	Principals	16	45	30	8	1
(278) 4	Being prepared to manage a real classroom					
	Principals	46	48	6	*	-

[PROGRAMMER NOTE: ASK Q700 IF Q300/2, OTHERS JUMP TO Q730]

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q710 How would you describe your preparation in the following areas ?

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT]

[RANDOMIZE]

		More Than Adequate	Adequate	Less Than Adequate	Not Sure	Decline to Answer
(279) 1	Being able to teach all the subjects in your curriculum					
	Teachers	61	36	4	*	*
(280) 2	Being able to implement curriculum and performance standards					
	Teachers	56	40	4	*	-
(309) 3	Addressing the needs of English as a Second Language students or students with different ethnic or cultural backgrounds					
	Teachers	19	46	33	2	*
(310) 4	Managing a classroom					
	Teachers	66	29	5	*	-

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q720 How satisfied are you with the professional development in which you have participated during the last 12 months?

(311)

8 Very dissatisfied
15 Somewhat dissatisfied
42 Somewhat satisfied
33 Very satisfied
3 I have not participated in any professional development in the last 12 months
- Not sure
- Decline to answer

BASE: ALL QUALIFIED RESPONDENTS

Q730 The list below contains some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each step please indicate how much each would help.

[DISPLAY SCALE IN DESCENDING ORDER FROM LEFT TO RIGHT]

Q731

			Help A Lot	Help A Little	Not Help At All	Not Sure	Decline to Answer
		[RANDOMIZE]					
(312)	1	Providing more time for ongoing professional development related to daily classroom activities					
		Teachers	70	27	2	*	-
		Principals 75	75	24	1	-	-
(313)	2	Providing mentoring and ongoing support for new teachers					
		Teachers	82	17	1	-	-
		Principals	85	15	*	*	-
(314)	3	Providing opportunities for networking or coaching for all teachers					
		Teachers	60	36	4	*	-
		Principals	71	28	1	*	-
(315)	4	Providing financial incentives					
		Teachers	85	13	2	*	*
		Principals	72	26	1	*	*
(316)	5	Providing career growth opportunities					
		Teachers	71	27	2	*	-
		Principals	69	30	1	*	-
(317)	6	Involving teachers in the creation of policies that they will be implementing					
		Teachers	75	23	2	-	-
		Principals	64	34	2	*	-

SECTION 800: TEACHING AS A CAREER/JOB SATISFACTION

[PROGRAMMER NOTE: ASK Q800 IF Q300/1, OTHERS JUMP TO Q840]

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q800 Given what you know about teaching in public schools today, please indicate to what degree you would advise a qualified student to pursue a career in teaching.

(318)

2	Definitely not advise
11	Probably not advise
32	Probably advise
55	Definitely advise
-	Not sure
-	Decline to answer

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q805 [TEXT SUBSTITUTION]
[PROGRAMMER: IF Q800/1,2 ASSIGN CODE 1. IF Q800/3,4 ASSIGN CODE 2.]
[DO NOT DISPLAY ON SCREEN]

(319)

1	not advise
2	advise

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q810 Why would you [TEXT SUBSTITUTION: BASED ON RESPONSE TO Q805] a qualified student to pursue a career in teaching?

[TEXT BOX]

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q820 Is the overall quality of new teachers entering the profession today better, worse, or about the same as the quality of new teachers in the past?

(320)

37	Better
17	Worse
43	About the same
3	Not sure
*	Decline to answer

BASE: PUBLIC SCHOOL PRINCIPALS (Q300/1)

Q830 In the near future, how serious a problem do you feel that shortages of qualified teachers in your school will be?

(321)

6	Not serious at all
15	Not too serious
39	Somewhat serious
39	Very serious
*	Not sure
-	Decline to answer

BASE: ALL QUALIFIED RESPONDENTS

Q835 [TEXT SUBSTITUTION]
[PROGRAMMER: IF PUBLIC SCHOOL PRINCIPAL OR TEACHER (Q240/1 OR Q210/1) ASSIGN CODE 1. IF NON-PUBIC SCHOOL (Q210/2 OR Q240/2) LEAVE AS BLANK.]

(322)
1 in the public schools

BASE: ALL QUALIFIED RESPONDENTS

Q840 All in all, how satisfied would you say you are with your job as a [TEXT SUBSTITUTION BASED ON Q505] [TEXT SUBSTITUTION BASED ON Q835]?

(323)

	Teachers	Principals
Very dissatisfied	1	1
Somewhat dissatisfied	7	4
Somewhat satisfied	40	34
Very satisfied	52	61
Not sure	*	-
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS

Q845 [TEXT SUBSTITUTION]
[PROGRAMMER: Q840/1,2 ASSIGN CODE 1. IF Q840/3,4 ASSIGN CODE 2.]

(324)
1 dissatisfied
2 satisfied

BASE: ALL QUALIFIED RESPONDENTS

Q850 Why are you [TEXT SUBSTIUTION, BASED ON RESPONSE TO Q845] with your job as a [TEXT SUBSTITUTION BASED ON Q505]?

[TEXT BOX]

[PROGRAMMER NOTE: ASK Q860 IF Q300/2, OTHERS JUMP TO Q875]

BASE: PUBLIC SCHOOL TEACHERS (Q300/2)

Q860 Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation?

(325)

46	Not at all likely	JUMP TO Q875
28	Not too likely	JUMP TO Q875
13	Fairly likely	ASK Q870
13	Very likely	ASK Q870
*	Not sure	
-	Decline to answer	

BASE: LIKELY TO LEAVE TO PROFESSION (Q860/3-4)

Q870 What changes could be made that would keep you in teaching?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q875 [TEXT SUBSTITUTION]
[PROGRAMMER: IF PRINCIPAL (Q300/1) ASSIGN CODE 1. IF TEACHER (Q300/2) ASSIGN CODE 2.]

(326)
1 be a principal
2 teach

BASE: ALL QUALIFIED RESPONDENTS

Q880 Within the next five years, how likely is it that you will leave your school to [TEXT SUBSTIUTION BASED ON Q875] somewhere else?

(327)	Teachers	Principals	
Not at all likely	40	35	JUMP TO Q893
Not too likely	29	26	JUMP TO Q893
Fairly likely	18	18	ASK Q890
Very likely	13	20	ASK Q890
Not sure	*	1	
Decline to answer	-	-	

BASE: LIKELY TO LEAVE SCHOOL (Q880/3,4)

Q890 Why do you think you will leave your school to [TEXT SUBSTIUTION BASED ON Q875] somewhere \ else?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q893 [TEXT SUBSTITUTION]
[PROGRAMMER: IF PRINCIPAL (Q300/1) ASSIGN CODE 1. IF TEACHER (Q300/2) ASSIGN CODE 2.]

(328)
1 being a principal
2 teaching

[PROGRAMMER NOTE: ASK Q895 IF Q210/ OR Q240/1, OTHERS JUMP TO Q1000]
BASE: PUBLIC SCHOOL TEACHERS AND PRINCIPALS (Q210/1 AND Q240/1)

Q895 What would you like people to know about [TEXT SUBSTIUTION BASED ON Q893] in public schools in America today?

[TEXT BOX]

[JUMP TO Q1000]

SECTION 1000: SCHOOL DEMOGRAPHICS

[DISPLAY Q1000 AND Q1003 ON THE SAME PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q1000 The next few questions ask for demographic information to help classify your answers.

<P>In what state or territory is your school located?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

(344, 345)

BASE: ALL QUALIFIED RESPONDENTS

Q1003 In what zip code is your school located? <I> Please enter only the first five digits. </I>

[PROGRAMMER NOTE: ALLOW ONLY 5 DIGIT NUMERIC CODE]

|__|__|__|__|__|

(346, 350)

BASE: ALL QUALIFIED RESPONDENTS

Q1005 Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

(351)

	Teachers	Principals
Inner city	14	11
Urban	12	13
Suburban	27	22
Small town	25	21
Rural	21	33
Not sure	*	*
Decline to answer	-	-

[PROGRAMMER: DISPLAY Q1010 AND Q1020 ON THE SAME PAGE]

BASE: ALL QUALIFIED RESPONDENTS

Q1010 What percentage of students in your school come from families whose income is below the average of the community? <I>*Your best estimate is fine. If you are not sure, please type in "888".*</I>

|__|__|__|%

(352, 354)

[RANGE 0-100, 888]

	Teachers	Principals
0%	*	1
1%-15%	16	16
16%-33%	20	23
34%-49%	10	14
50%-66%	19	21
67%-85%	14	15
86%-99%	6	7
100%	1	1
Not sure	15	2
Decline to answer	-	*

BASE: ALL QUALIFIED RESPONDENTS

Q1020 What percentage of students in your school speak English as a second language? <I>*Your best estimate is fine. If you are not sure, please type in "888".*</I>

|__|__|__|%
(355, 357)

[RANGE 0-100, 888]

	Teachers	Principals
0%	14	32
1%-15%	52	49
16%-33%	11	8
34%-49%	5	3
50%-66%	5	3
67%-85%	4	2
86%-99%	2	2
100%	*	*
Not sure	7	1
Decline to answer	*	*

[DISPLAY Q1030 AND Q1040 ON SAME SCREEN]

BASE: ALL QUALIFIED RESPONDENTS

Q1030 What percentage of students in your school come from minority families? <I>*Your best estimate is fine. If you are not sure, please type in "888".*</I>

|__|__|__|%
(358, 360)

[RANGE 0-100, 888]

	Teachers	Principals
0%	2	5
1%-15%	38	46
16%-33%	12	12
34%-49%	11	8
50%-66%	10	9
67%-85%	10	7
86%-99%	8	10
100%	3	2
Not sure	6	1
Decline to answer	-	-

BASE: ALL QUALIFIED RESPONDENTS

Q1040 In total, how many students attend your school? <I>*Your best estimate is fine. If you are not sure, please type in "9998".*</I>

|__|__|__|__|__|

(361, 364)

[RANGE 1-9997, 9998]

	Teachers	Principals
1-249	6	20
250-499	24	36
500-999	44	34
1000-1999	19	8
2000+	4	2
Not sure	2	*
Decline to answer	-	-

SECTION 1100: TEACHER DEMOGRAPHICS

[PROGRAMMER NOTE: ASK Q1100 IF Q210/1, OTHERS JUMP TO PROGRAMMER NOTE BEFORE Q1120]

[PROGRAMMER: DISPLAY Q1100 AND Q1110 ON THE SAME PAGE]

BASE: PUBLIC SCHOOL TEACHERS (Q210/1)

Q1100 Altogether, how many years have you worked as a teacher? <I>*If you have been teaching for less than 6 months, please type in a zero "0".*</I>

|__|__|
(365, 366)

[RANGE 0-50]

9	0-2 years
14	3-5 years
16	6-10 years
14	11-15 years
14	16-20 years
13	21-25 years
12	26-30 years
8	More than 30
-	Not sure
-	Decline to answer

Mean = 15.4

BASE: PUBLIC SCHOOL TEACHERS (Q210/1)

Q1110 Are you a certified teacher, or not?

(367)

93	Yes
7	No
-	Not sure
-	Decline to answer

[PROGRAMMER NOTE: ASK Q1120 IF Q240/1, OTHERS JUMP TO Q103]

[PROGRAMMER: DISPLAY Q1120 AND Q1130 ON THE SAME PAGE]

BASE: PUBLIC SCHOOL PRINCIPALS (Q240/1)

Q1120 How many years in total have you been professionally involved with the field of education? <I>*If you have been involved with the field of education for less than 6 months, please type in a zero "0".*</I>

|__|__|
(368, 369)

[RANGE 0-50]

50	10 years
20	11-20 years
18	21-25 years
30	26-30 years
27	More than 30 years
-	Not sure
-	Decline to answer

Mean = 25.3

BASE: PUBLIC SCHOOL PRINCIPALS (Q240/1)

Q1130 About how many years have you served in your current position? <I>*If you have served in your current position for less than 6 months, please type in a zero "0".*</I>

|__|__|
(370, 371)

[RANGE 0-50]

26	0-2 years
29	3-5 years
22	6-10 years
12	11-15 years
5	16-20 years
3	21-25 years
2	26-30 years
*	More than 30
-	Not sure
-	Decline to answer

Mean = 7.1

BASE: PUBLIC SCHOOL PRINCIPALS (Q240/1)

Q1140 At any point in your career have you ever taught, full time, in an elementary or secondary school classroom?

(372)

98	Yes
2	No
-	Not sure
-	Decline to answer

BASE: ALL RESPONDENTS

Q103 Are you...?

(148)

	Teachers	Principals
Male	25	63
Female	75	27

BASE: ALL RESPONDENTS

Q106 What is your year of birth? <I>Please enter as a four-digit number, e.g., 1963.</I>

[RANGE: 1901-1993]

|__|__|__|__|
(151, 154)

	Teachers	Principals
18-29	13	*
30-39	19	11
40-49	34	29
50-64	32	57
65+	1	2
Not sure	*	-
Decline to answer	1	1
Mean	43.5	49.6

BASE: ALL RESPONDENTS

Q113 Excluding email, how many hours a week do you spend on the Internet or World Wide Web?

[RANGE: 0-168]

|_|_|_|
(158, 160)

	Teachers		Principals	
	Online	Phone	Online	Phone
0-2 hours	16	51	16	50
3-7 hours	33	30	36	32
8-10 hours	21	9	20	11
11+ hours	30	9	28	6
Not sure	-	1	-	*
Decline to answer	-	1	-	-
Mean	10.4	4.6	9.5	4.4

[PROGRAMMER NOTE: ASK Q175 IF U.S. (Q109/244), OTHERS JUMP TO Q119]

[PROGRAMMER: DISPLAY Q175 AND Q178 ON THE SAME PAGE]

BASE: U.S. RESPONDENTS (Q109/244)

Q175 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

(164, 165)

	Teachers	Principals
Yes, of Hispanic origin	6	6
No, not of Hispanic origin	92	93
Not sure	-	-
Decline to answer	3	1

BASE: U.S. RESPONDENTS (Q109/244)

Q178 Do you consider yourself...?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS, GOING DOWN.]

(166, 167)

	Teachers	Principals	
White	84	85	JUMP TO Q104
Black	3	2	JUMP TO Q104
African American	4	5	JUMP TO Q104
Asian or Pacific Islander	1	*	JUMP TO Q104
Native American or Alaskan native	1	1	JUMP TO Q104
Mixed racial background	2	2	JUMP TO Q180
Other race [SPECIFY AT Q179]	2	3	ASK Q179
Not sure	-	*	JUMP TO Q104
Decline to answer	3	2	JUMP TO Q104

BASE: OTHER RACE (Q178/96)

Q179 Please specify what race you consider yourself.

[TEXT BOX]

BASE: MIXED RACIAL BACKGROUND RESPONDENTS (Q178/06)

Q180 You indicated that you consider yourself of a mixed racial background. With which of the following racial groups do you most closely identify? <I>*Please check all that apply.*</I>

[MULTIPLE RESPONSE]

	Teachers	Principals	
(168)			
White	53	56	
Black	21	11	
African American	6	6	
Asian or Pacific Islander	8	-	
Native American or Alaskan native	29	39	
(169, 176)Z			
(177)			
Other race	38	33	
Not sure	-	-	
Decline to answer	3	-	E

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